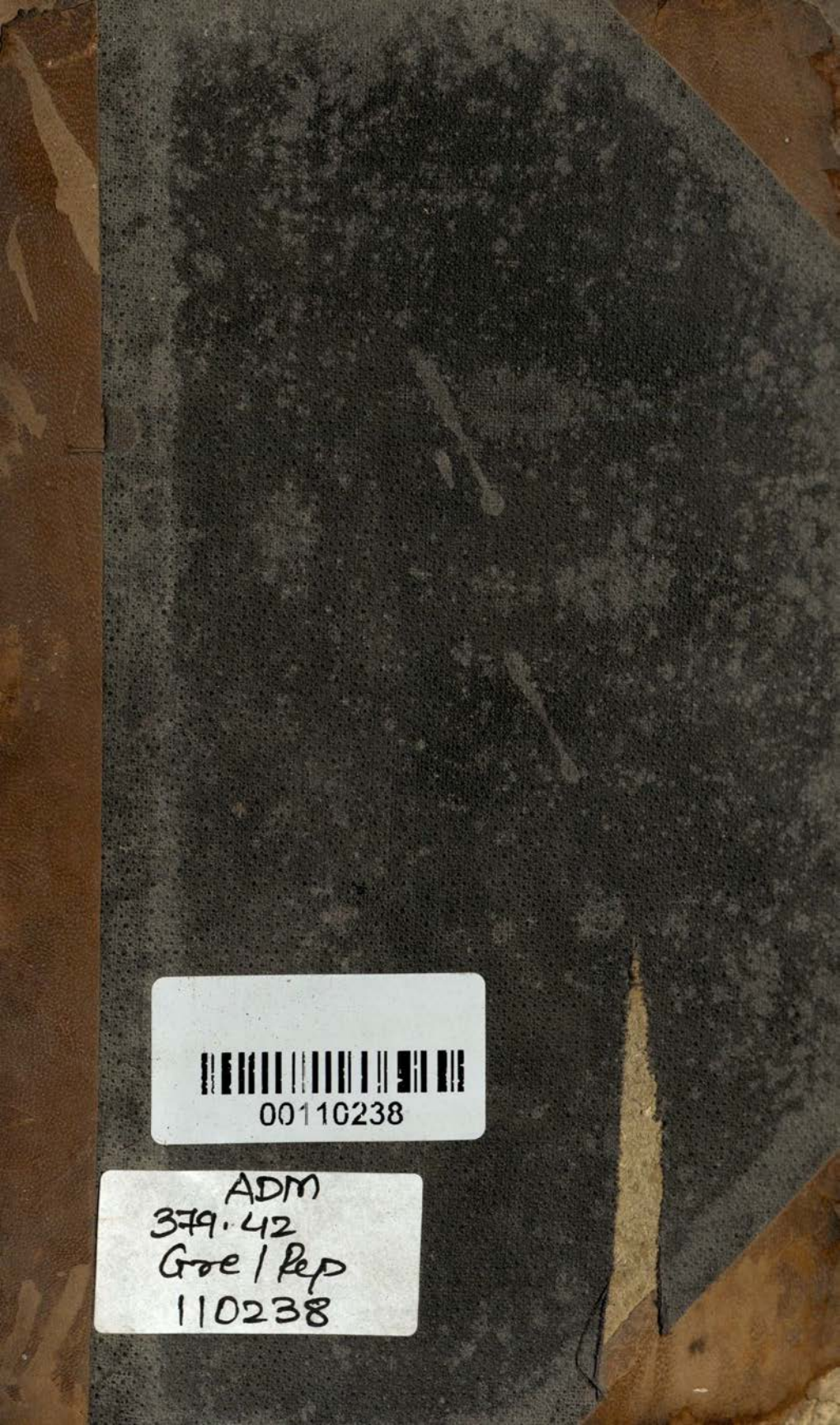
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REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION;

WITH

APPENDIX.

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1868-69.

Presented to both Houses of Parliament by Command of Her Majesty.

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THE REPORT

OF

THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION TO THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL.

For the Year 1868.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education, beg leave to submit to Your Majesty the following Report of the proceedings of Our Committee during the past year for the promotion of education among the labouring classes of Your Majesty's subjects in Great Britain.

We are glad to be able to report that the past year has been marked by sustained progress, as is proved by the following comparison:— Progress under present system.

I.—ENGLAND AND WALES.

	Years ending 31st August		Increase.
	1867.	1868.	
NUMBER OF SCHOOLS, *i.e.* of Departments under separate Head Teachers, inspected—			
Receiving annual grants	12,003	12,798	795
Simply inspected	619	644	25
Total	12,622	13,442	820
NUMBER OF SCHOLARS—			
In schools receiving annual grants—			
Present at inspection—			
Day scholars	1,124,606	1,226,451	101,845
Evening scholars *	45,794	58,327	12,533
Total	1,170,400	1,284,778	114,378
Average number attending—			
Day scholars	911,681	978,521	66,840
Evening scholars	45,835	55,154	9,319
Total	957,516	1,033,675	76,159
In schools simply inspected—			
Present at inspection—			
Day scholars	33,650	35,987	2,337
Evening scholars †	33	94	61
Total	33,683	36,081	2,398
Average number attending—			
Day scholars ‡	14,689	16,087	1,398
Evening scholars †	—	158	158
Total	14,689	16,245	1,556
NUMBER OF TEACHERS §—			
Certificated	10,510	11,102	592
Assistant	1,154	1,253	99
Pupil	9,362	10,677	1,315

* 24,876 of the evening scholars examined in 1867, and 36,768 of those examined in 1868, were examined by the managers pursuant to Articles 142–9 of the Code.

† These numbers are no measure of the extent to which the instruction of older scholars in the evening forms part of the work done in connexion with schools *not receiving annual grants*. The inspector rarely or never visits such schools in the evening, and the managers neglect to make returns. *See* next note.

‡ These figures are incomplete. Out of the 619 schools simply inspected in 1867, no returns of the average number of scholars attending them were furnished from 332. Of the 644 inspected in 1868, no such returns are furnished from 312. When no grant is depending on the returns the completion of them cannot be enforced.

§ In schools receiving annual grants, except 9 teachers, in 1867, of schools simply inspected.

II.—SCOTLAND.

—	Years ending 31st August		Increase.
	1867.	1868.	
NUMBER OF SCHOOLS, *i.e.* of Departments under separate Head Teachers, inspected—			
Receiving annual grants	1,878	2,026	148
Simply inspected	91	104	13
Total	1,969	2,130	161
NUMBER OF SCHOLARS—			
In schools receiving annual grants—			
Present at inspection—			
Day scholars	179,168	197,308	18,140
Evening scholars *	2,804	2,965	161
Total	181,972	200,273	18,301
Average number attending—			
Day scholars	169,708	184,847	15,139
Evening scholars *	2,886	3,207	321
Total	172,594	188,054	15,460
In schools simply inspected— †			
Present at inspection—			
Day scholars	5,045	6,533	1,488
Evening scholars	—	—	—
Total	5,045	6,533	1,488
Average number attending—			
Day scholars	2,664	3,806	1,142
Evening scholars	—	—	—
Total	2,664	3,806	1,142
NUMBER OF TEACHERS‡—			
Certificated	2,103	2,285	182
Assistant	49	26	— 23
Pupil	2,157	2,510	353

* Evening scholars bear a very much less proportion to day scholars in Scotch than in English schools.

† *See* notes on this class of schools in the preceding table for England and Wales. No returns whatever have been made of evening scholars from the simply inspected schools in Scotland, nor of the average number of day scholars from 44 of the 91 such schools inspected in 1867, nor from 48 of the 104 inspected in 1868.

‡ In schools receiving annual grants, except 2 teachers, in 1867, of schools simply inspected.

III.—GREAT BRITAIN.

	Years ending 31st August		Increase.
	1867.	1868.	
NUMBER OF SCHOOLS, *i.e.*, of Departments under separate Head Teachers, inspected—			
Receiving annual grants	13,881	14,824	943
Simply inspected	710	748	38
Total	14,591	15,572	981
NUMBER OF SCHOLARS—			
In schools receiving annual grants—			
Present at inspection—			
Day scholars	1,303,774	1,423,759	119,985
Evening scholars	48,598	61,292	12,694
Total	1,352,372	1,485,051	132,679
Average number attending—			
Day scholars	1,081,389	1,163,368	81,979
Evening scholars	48,721	58,361	9,640
Total	1,130,110	1,221,729	91,619
In schools simply inspected—			
Present at inspection—			
Day scholars*	38,695	42,520	3,825
Evening scholars	33	94	61
Total	38,728	42,614	3,886
Average number attending—			
Day scholars	17,353	19,893	2,540
Evening scholars	—	158	158
Total	17,353	20,051	2,698
NUMBER OF TEACHERS—†			
Certificated	12,613	13,387	774
Assistant	1,203	1,279	76
Pupil	11,519	13,187	1,668

* This is the only authentic number in the table relative to the simply inspected schools. *See* notes on this class of schools in the preceding tables.

† These numbers (except 11 certificated teachers included in the returns of 1867) are confined to the schools receiving annual grants, and do not include the teachers of the simply inspected schools.

Inspection and Annual Grants.

The distinction marked in this table between schools *receiving annual grants*, and schools *simply inspected*,

rests upon Articles 11 and 15–19 of the Code,* and is important to observe in estimating the relation of the Government to the work of elementary education. The Government confines itself to making certain offers of assistance to persons, or bodies of persons, who volunteer to promote and direct the elementary education of the kingdom. Whether these offers shall be accepted at all, and to what extent, is wholly optional. Thus, a school may have been established without public aid, and public inspection may never have been invited for it; or it may have been established by the help of a building grant, and so may be legally open to public inspection; or, although established without public aid, its managers may have invited public inspection; lastly, a school may not only be open to public inspection, but its managers may have gone on to fulfil the terms on which annual grants of public money are offered towards its maintenance. It is in schools of the last class only that the measures of Our Committee are seen in full operation. The average number of day scholars attending schools of this last class in Great Britain during the past year (31 *August* 1868) was 1,163,368, or 4·6 per cent. of the estimated population for 1868.† The number (1,685,168) of scholars on the books of the same schools was 6·7 per cent., and the number (1,914,440) of scholars whom they would hold, if quite full, was 7·6 per cent. of the same population. Regarded in the aggregate, such a result is a wonderful proof of the energy which is forthcoming from a comparatively small

Ratio of scholars in aided schools to population.

The voluntary system.

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* 11. The aid given to maintain schools is known as "annual grants," being annually payable, at a fixed time, to each school allowed to receive them.

15. No annual grant is paid, except on a report from the inspector, after a periodical visit, showing that the conditions of the grant have been fulfilled.

16. The Committee of Council, at the time of agreeing to make annual grants to an elementary school, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the Committee of Council informs the managers of a change. The inspector gives notice of the day of his visit beforehand to the managers.

17. Annual grants are issued to each elementary school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

18. Schools which have received aid for building, but are not receiving annual grants, are inspected as often as the periodical inspection of the schools receiving annual grants permits.

19. The managers of schools fulfilling the conditions of Articles 4, 6, and 8, may apply for the benefit of Article 18, without having received, or applying for, any grant.

† As is the population of Great Britain in 1851 (20,816,351) to that of 1861 (23,128,518), so are seven-tenths of the difference to the increase (1,798,287) of population in 1868.

number (194,745)* of private persons having at heart the right education of their countrymen. During the same year, the maintenance of elementary schools receiving annual grants cost 1,552,542*l.*, of which amount 484,010*l.* was provided by the Government, 66,819*l.* was derived from endowment, and 508,772*l.* from scholars' fees, leaving 492,941*l.*—in addition to the gratuitous performance of all local duties in connexion with the schools—to be provided by these 194,745 volunteers, under no other obligation than their own sense of duty. During the same year, and in addition, 144,547*l.* was subscribed for building schools, and 28,540*l.* was subscribed, or paid in fees,† towards the support of Training Colleges. In the past three years (1866–8), an addition at the rate of 52,104 per annum has been made to the *annual average* number of day scholars *attending* the schools in receipt of annual grants, and an addition of 83,971 per annum to the number of such scholars *present* in the same schools *on the day of inspection*. But while it would be alike ungrateful to ignore, and impolitic to reject, the social force which is thus attested, the error would be hardly less of assuming that the national benefit is as great as the effort made to promote it is meritorious and surprising. The foregoing aggregate figures take no account of the distribution of schools, of their injurious rivalry in one place, of their absence or worthlessness in another. Voluntary zeal acts where, and to what extent, it pleases. It is indeed true that, in determining whether We will expend the public money in helping to build schools, We are expressly enabled by existing rules‡ to take some preliminary account of local circumstances. But, as regards annual grants to maintain schools, to which object more than 74 per cent. of the total public expenditure in the financial year 31 March 1867–8 was directly applied,§ We have not attempted to use any similar discretion; so that, as soon as a school of a certain connexion and character is produced, annual grants of public money may be claimed to maintain it, without opportunity for consideration on Our part of any circumstance beyond its walls. So far, therefore, as any common provision for the kingdom at large, or for any part of it, is accomplished by such a system, the

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* *Infrà*, p. i.
† 5,759*l.* 11*s.* 9*d.* by the students themselves or their relations.
‡ See Article 22, *a*, and *b*, of Code, *infrà*, p. xlix.
§ 503,543*l.* 8*s.* 7*d.* out of 680,429*l.* 0*s.* 3*d.* *Infrà*, p. lxxxvii.

result is accidental, and proceeds, with all the irregularity of accident,* from a number of partial and isolated efforts. It is a mistake to speak of inspectors' districts in a completely local sense. Each inspector sees only such of the aided and inspected schools within a certain area as belong to some one denomination; and if the reports of the several classes of inspectors be locally combined and compared—as is done, in outline, in the Appendix No. 3 of our annual volumes,†—still, even so, the result stops short of a complete account, because inspection itself extends over no school to which it has not been invited by the act of the present or former managers. Inconvenient, however, as such arrangements may appear *primâ facie*, no one, who is familiar with the history of the present system of public elementary education, will need to be reminded, how immediately these arrangements follow from compromises between the Government and the voluntary promoters of education, nor how difficult they would prove to alter without other changes. The palpable objections to them are enough to prove that they are not mere details of administration, but rest on something less optional. Mr. Bowstead's Report (pp. 274–285) places in a striking light the anomalies of the present system, as they are exhibited in South Wales, as well as the conclusions (pp. 282–4) to which they are forcing a large part of the managers and promoters of schools.‡

With these general observations, to explain the limits within which We act, We proceed to lay before Your Majesty some of the principal particulars to which Our attention has been called during the past year.

Simply inspected schools.

The remainder of Our Report will be made more clear, if we speak first of the simply inspected schools. Your Majesty's inspectors, during the past year, visited 748 such schools, and found present in them 42,520 day scholars. There are altogether on the inspectors' present lists 2,779 schools of this class. It rests with the managers at any time to convert them into schools receiving annual grants, by appointing certificated teachers, and fulfilling the other conditions of such aid. This pro-

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* *Infrà*, pp. xxvi–xxvii.

† *Infrà*, p. 502.

‡ Compare Bellairs, p. 27; Du Port, pp. 65–6; Howard, p. 117; Morell, p. 293.

cess is constantly going on.* The number of inspectors is recruited with reference to the demands of the schools receiving annual grants, which require a visit within each year; and the schools which are simply liable to inspection, but have no grant depending on it, are visited chiefly when, on the subdivision of districts, occasioned by the demands of the schools receiving annual grants, the inspectors have a temporary margin of leisure which they can employ beyond this latter class of schools.

Mr. Bellairs, p. 24, reports of the schools simply liable to inspection:—

"All that can be said for them is that they are probably superior in accommodation to those that have received no building grant, and at all events better than none. But they do not educate the children as they ought to do, and many efficient teachers tell me that they prefer to have a child of eight years old who has learnt nothing but the alphabet and to form letters at home, to one of the same age who has been misinstructed in a bad school. My own experience in great measure bears this out."

Mr. Du Port, pp. 64-5:—

"My experience of schools under certificated teachers (gleaned from the inspection of 190 separate departments of schools) gives the following decimal approximation to a per-centage of good, fair, indifferent, and bad schools, viz.:—

Good - - -	41·57 per cent.	74·72.
Fair - - -	33·15 „	
Indifferent - -	22·1 „	
Bad - - -	3·1 „	

"Whilst my experience of schools under uncertificated teachers (gleaned from the inspection of 33 separate school departments) gives the following as the decimal approximation to a corresponding per-centage, viz.:—

Good - - - -	3·03
Fair - - - -	18·18 } 21·21.
Indifferent - - -	36·36
Bad - - - -	42·42

"I think it right to state that in the majority of these 33 schools, I am quite as dissatisfied with the religious as with the secular instruction. There is almost as great and almost as fatal a want of system in the religious instruction, as in the reading or the sums. The catechism is most probably learned *memoriter*, but it is repeated generally quite without intelligence, and is droned out almost unintelligibly; and where Bible stories are taught, and not merely read, the style of answer-

* The numbers in the year 1850 were, simply inspected schools 2,990, annually aided schools 1,406; in the year 1868, simply inspected schools, 2,779, annually aided schools, 9,205. *See* Report 1850–51, vol. i., p. ix., and *infrà*, p. l. It needs hardly to be added that the schools, which belonged to the one or the other class in 1850, do not necessarily belong to the same class in 1869. The numbers in this note refer to *schools* held in separate buildings, and separately managed; the number of department of schools under separate teachers is much greater.

ing is generally a mere simultaneous bawl in response to either *leading* or *stereotyped* questions, and implies now and promises for the future practical ignorance on the part of the children individually.

"The best subject taught in these schools is writing; spelling is very lame almost always; but not unfrequently copy book writing is very fair; reading is almost invariably both unintelligent and unintelligible. In at least five of these schools, the Bible with its difficult style and many hard words and names was the only class book used for reading lessons."

Mr. Howard, p. 119:—

"Although many schools not under certified teachers do not come under my notice, I occasionally visit some of them, and, as far as I remember, have very seldom met with any in which the attainments were not much below those of schools under good certified teachers."

Mr. Koe, p. 123:—

"From the number of annual grant cases on my list, I have been able to devote but a very short time to the inspection of schools not in receipt of an annual grant. Of the six I have visited, two were in a tolerably efficient state; but the teachers of these, it should be observed, had received the advantage of being trained in a normal school. The other four were bad schools."

Mr. Pickard, after describing in detail the state in which he found 10 schools, adds, p. 154:—

"It is pleasant to turn from such reports as these to those on schools under trained and certificated teachers."

Mr. Pryce, p. 174:—

"Besides the annual grant schools, I inspected last year 16 simple inspection cases. I found the order and instruction in these schools low and unsatisfactory, with very few exceptions. Their general tone struck me as being altogether different to that of even ordinary annual grant schools, and there is reason to fear that the parishes in which they are placed do not often derive very much benefit from their operations."

Mr. Steele, p. 217:—

"The remarks I shall make apply almost entirely to schools claiming annual grants. These have so multiplied as to preclude the inspector from visiting any considerable number of those under simple inspection. I may, however, record my opinion of the general inferiority of the schools under non-certificated teachers, so far as my experience has reached."

Mr. Tregarthen, pp. 245–6:—

"As to the general efficiency of unaided schools, I am able to form an opinion only from the 13 which I visited during the year. From the results of my inspection I had arrived at the conclusion that, compared with schools under trained teachers, none were equal to the 'best,' very few were on a level with the 'fair,' the greater number ranked with the 'moderate,' and some were positively 'bad.' The organization was, as a rule, clumsy and unskilful; the instruction unsound and incapable of standing the test of individual examination; and the discipline wanting in smartness and method. In these schools

I found in excess, one of the great faults, which the Revised Code has done so much to cure, the too exclusive attention of the teacher to the upper classes, to the neglect and injury of the backward and younger children. It is comforting to find that with my opinion, which might, I felt, be said to rest on insufficient evidence, agree, in the main, the opinions of all those diocesan inspectors I have consulted. I proceed to quote from their letters in my possession :—

"(1.) The Rev. Talbot H. B. Baker, examining chaplain to the Bishop of Salisbury, a gentleman well acquainted with school management, and intimately associated with every educational movement in the county, says :—

"The schools under untrained masters and mistresses, if not built so "as to meet the Committee of Council's requirements, are more or less "deficient in organization, to the detriment of discipline and the loss of "teaching power. In all cases the want of pecuniary aid from the State "operates most, and very prejudicially on the lower school, except where "the managers provide an assistant mistress, and then the total cost, "falling, as it is almost sure to do, on one individual, seems more than "what may be considered his fair share of the general burden and benefit "of primary education."

"(2.) The Rev. C. H. Carnegie, a rural dean and excellent school manager, writes :—

"As a rule I believe the best schools to be those which, having cer- "tificated teachers, are under Government inspection."

"(3.) Another Dorset diocesan inspector, after naming five schools, conducted by untrained and uncertificated teachers, where the average attendance of scholars ranges from 42 to 120, writes after this manner :—

"I am sorry to say that there is not one among the above-mentioned "schools in a state of proper efficiency, and as regards any pleasure I "experience in my annual visits to them, I can only say what Job said "to his friends, 'Miserable comforters are ye all.' I do all I can," he adds, "in giving hints and advising certificated teachers and Govern- "ment inspection when I can, but I cannot see much good has come "of it."

"(4.) The Rev. J. Higgon-Evans, manager of a good mixed school at *Merriott*, in Somersetshire, a parish of small proprietors, and himself an experienced diocesan inspector, says :—

"I have 12 schools in my district taught by uncertificated teachers, "and with two exceptions they are greatly inferior to the schools re- "ceiving Government aid."

"(5.) So also the Rev. Hans F. Hamilton, after naming three schools "as nearly equal to some schools receiving Government aid," describes the remaining 10 as "far from being in a satisfactory state."

"(6.) The Rev. W. H. Waldron, a district inspector in Somerset, and one well informed in all educational questions, writes :—

"In my district there are 12 unaided schools; of the 12, two are "'fair,' three 'middling,' and the rest 'poor.' As a general rule," he adds, "where there is a good school it is in connexion with Government, "and also well looked after by the parochial clergyman; omit either "quantity, and the result is bad."

Mr. Waddington, p. 296 :—

"My experience of such schools confirms my previous conviction as to the general superiority of schools under certificated teachers. Of course occasional instances will occur where the uncertificated teacher is equal to the best of certificated teachers, but such instances are so rare as only to confirm the rule by the exception."

Mr. Hall (Scotland), p. 347:—

"My acquaintance with unassisted schools is limited, but the whole of it goes to convince me of their inferiority as a class to those regularly in receipt of inspection; and chiefly in points relating to order, discipline, and knowledge of approved methods of teaching. The old tendency to foster the higher classes at the expense of the lower is also apparent."

Upon the effect of extending inspection to schools of this class, Mr. Gordon (Scotland), p. 325, reports:—

"The state of unaided schools helps to reveal more plainly the advantage that others have derived from aid; and, again, inspection without aid is not without benefit to the school itself, by exciting voluntary efforts for the removal of observed defects in its management, accommodations, apparatus, and otherwise. This was clearly proved by experience of the results of the first seven years of the public inspection, directed as that expressly was, not merely to obtain information, but to promote improvements in tuition and in the general economy of the schools,—in which several respects that course of simple inspection was by no means unfruitful."

Mr. Pryce, p. 175:—

"These simple inspection schools are much benefited by the visits of the inspector. I am inclined to think, that if they were inspected regularly, the majority, if not all of them, would develope themselves into annual grant schools. The managers become versed in the Government system, and the acting teachers find that if they work faithfully and methodically, they have no reason to fear the inspector's visit. In very many of the simple inspection schools I visited, I found the managers and others interested in the education of the neighbourhood there to meet me; several managers afterwards wrote to thank me for my report, at the same time stating that my examination had improved their schools."

Mr. Du Port, quoted above, after stating that "out of 33 "schools under uncertificated teachers," he found "one only "good, six fair or pretty fair, twelve indifferent, and four-"teen bad," goes on to remark, pp. 63, 64:—

"Looking, however, at the question of extending aid to schools of this class, there is one point of importance that should not be forgotten; it is this:—Only three of these schools had any certain expectation of an inspection for more than three weeks before my visit; and none had the temptation of a money grant to induce them to work up for a successful or creditable examination. I do not think that the temptation of a money grant, and the stimulus of inspection, could ever make one of the 14 *bad* schools become at all effective under its present teacher; but I estimate that about half those that are now classified as *indifferent* could thereby be stimulated up to *pretty fair*; and I think about half of those now classified as *pretty fair*, could be raised up to *satisfactory*."

Mr. Bellairs, p. 24:—

"My experience of many years is that 'simple inspection' is in most cases wasted. In many instances the managers dislike, in others neglect to fill up the forms. The classification is so imperfect that it is impossible to examine with strict accuracy or comfort. The teachers are so

ignorant and unskilful that recommendations are thrown away, and the managers, if suggestions are offered, receive them with either dislike or a good-humoured smile, saying, 'Your advice may be all very good, but 'we have no means to carry it out.' "

Mr. Parez, p. 144 :—

"Some transformation would, I feel convinced, be necessary to be effected in teachers of this class, before it would be possible to extend to them the benefits of an annual grant from Government depending on the state of their schools and the proficiency of the scholars. The formidable difficulties which would beset the inspector on his visit to such schools, supposing them to have been unprepared, the want of books, the want of discipline, the incompetency of the teacher to keep a register, or to make up any of the forms and returns, or to carry out in a trustworthy manner any instructions given him would, I believe, render inspection inoperative and useless."

Considering how costly a service is that of the public inspection of schools,* and how much greater fruits it bears when the first steps towards improvement have already been made by local efforts, We have read with great satisfaction the following passage in the Report of the same inspector (Mr. Parez), pp. 149–50 :—

"I have now the pleasure of laying before your Lordships a scheme *which has been recently established in the diocese of Carlisle for aiding small schools not in the receipt of Government assistance, by making* pecuniary grants to the teachers on a system of payment for results somewhat similar to that of the Revised Code. The fund from which the grants are made is of course very small in comparison with Government grants, but the smallness of the salaries of the teachers renders the scheme effectual. In each rural deanery a sum of 15*l.* is distributed, of which 5*l.* is given by the Diocesan Education Society, 5*l.* by George Moore, Esq., of Whitehall, Cumberland, and the remaining 5*l.* is collected in the rural deanery itself. The examination is conducted by the rural dean, who is ex officio diocesan inspector, or by some one appointed by him. * * A few small prizes are also given among the children for special proficiency. The awards to the teachers vary from 5*s.* to 3*l.* or 4*l.*, and as their salaries are often under 20*l.*, this award, small as it is, is a great boon to them. * *

"The scheme has been well taken up by the clergy in Cumberland, to which county its operation has hitherto been confined, although it is now to be extended to the whole diocese; it is also popular among the teachers, and both directly and indirectly it seems likely to be productive of much good."

In connexion with the first of the two passages just quoted, Mr. Parez, p. 143–4, dwells upon the good effect produced by an ambulatory schoolmaster in carrying the schools of an union† over the stage precedent to useful public inspection and direct public grants. Mr. Bellairs,

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* In the year 31 March 1867–8, *infrà*, p. 1, 53,703*l.* 8*s.* 5*d.*

† Articles 135–141, *infrà*, p. lxxv.—vi.

p. 30, speaks of the two unions tried in his district as almost, if not entirely, failures. Mr. Howard, p. 120, reports more favourably of the experiment.

Before passing on from the description of inspected schools which do not receive annual grants, We desire to call attention to the fact that they are the representatives, and not unfavourable representatives, of all that part of elementary education which lies outside of the annually aided schools. Mr. Du Port, p. 65, observes:— Representative character of simply inspected schools.

"My 33 schools under uncertificated teachers may be expected to gain a much higher character than would be the case with the mass of such schools throughout the country, inasmuch as in almost every case of the 33, there has been an educational interest stirred up in the parish to be measured by the fact of Government aid having been called in to assist in providing decent school accommodation."

The present annually aided schools in Great Britain, as We have shown above, p. xi, have on their books, 6·7 per cent. of the population. If We confine Ourselves to England and Wales, the ratio is 6·68 per cent. But in 1861 the Royal Commissioners found that the proportion of scholars in week-day schools of all kinds to the entire population of England and Wales was 12·99 per cent.* Deducting 321,768, reported by them to be receiving education in week-day schools of a superior class,† their figures yield the result that 11·33 per cent. of the entire population were, in some sense or other, attending schools for the poor. It follows, therefore, if the proportions remain the same in 1869 as in 1858, that every 10 (in round numbers) of the scholars on the books of our annually aided schools, leave 7 scholars on the books of some other schools for the poor. We have, therefore, to submit to Your Majesty the grave consideration that, unless there be some reason, of which We are ignorant, for supposing the 35,987 scholars, reported on by Her Majesty's inspectors in the schools of England and Wales which are not annually aided, to be exceptionally unfavourable specimens, the description of them applies to 1,017,632 others who would be returned as receiving instruction in any Census of Education which dealt with numbers only in this part of Great Britain.

The expenditure ‡ for building in the year ending 31st December 1868 was 179,010*l.*, viz., 34,463*l.* from the public Building.

* Report of the Commissioners appointed to inquire into Popular Education in England and Wales, vol. i., p. 573.

† *Ibid.*, p. 79.

‡ The grants *paid* for building *within* any year have ordinarily been awarded in the year, or year but one, *preceding* (Article 37, *infrà*, p. lii.).

grant, and 144,547*l.* subscribed. The result of this expenditure was 208 new schoolrooms, and 82 teachers' residences built, 73 schools enlarged or improved, and accommodation provided for 29,811 children, being an increase under each head, as compared with the year ending 31st December 1867, of, granted, 11,659*l.*; subscribed, 54,775*l.*; new schoolrooms built, 77; teachers' residences built, 29; schools enlarged or improved, 8; children accommodated, 10,649: Out of the total sum granted, 29,741*l.*, and out of the total sum subscribed, 131,333*l.*, was for Church of England schools, being an increase, over 1867, of 10,568*l.* granted, and 52,684*l.* subscribed. Out of 103 Church of England schools (173 schoolrooms) built, the trust deeds of 9 contain a Conscience Clause. These 9 schools hold 959 children; 1,490*l.* was granted, and 6,342*l.* subscribed to build them.

Annual aided schools.

We now go on to state some of the results of the individual examination of the scholars under the standards of the Code. The standards (article 48) are as follows:—

	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading.	Narrative in monosyllables.	One of the Narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing.	Form on blackboard or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic.	Form on blackboard or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10: orally, from examples on blackboard.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules, (common weights and measures).	A sum in practice or bills of parcels.

Every scholar qualified for examination must be over six years of age, and must have attended (We speak at present of day scholars only) 200 meetings of the same school within the year for which the grant is made. Half the number of attendances are required from half-timers, of whom 52,352 satisfied the condition. The managers, under

certain restrictions,* determine the standard in which the scholars shall be examined.

Out of 1,685,168 children on the registers (*in the year ending 31st August* 1868) of the annually aided schools in Great Britain, 1,255,953 are over six years of age, and 747,898, or 59·55 per cent. of them, were individually examined. The per-centage, which the number examined bore to the number on the registers, was, in England and Wales, 60·34 per cent.; in Scotland, where grants continue to be paid under the Code of 1860, and do not depend for their amount on the result of individual examination, only 55·25 per cent. Individual examination.

Those who passed without failure in one or other Standard were 512,973, or 68·59 per cent. of those examined. But of these there were in— Scholars over 10 years of age.

Standard I., 13,625 over 10 years of age.
„ II., 31,115 „ „ „
„ III., 45,227 „ „ „
——— 89,967

Standard IV., 42,994 over 10 years of age.
„ V., 35,106 „ „ „
„ VI., 18,628 „ „ „
——— 96,728

The number of those who failed in one or other Standard was 234,925. But of these were in—

Standard I., 3,523 being over 10 years of age.
„ II., 11,430 „ „ „
„ III., 20,542 „ „ „
——— 35,495

Standard IV., 32,553 being over 10 years of age.
„ V., 22,222 „ „ „
„ VI., 11,062 „ „ „
——— 65,837

The several Standards are intended to be passed as under:—

Years between	6 and 7.	7 and 8.	8 and 9.	9 and 10.	10 and 11.	11 and 12.
Standards -	I.	II.	III.	IV.	V.	VI.

* Article 46, and Supplementary Rules 5—9, *infrà*, pp. liv. and lxxxiii.

The whole number of scholars, over 10 years of age, on the registers of these same schools was 467,280. The number of such scholars presented for examination under the Standards was only 288,027, of whom 191,299 either failed in one or other Standard, or passed only in one of the three lower Standards, the highest of the three being—

To read a short paragraph from an elementary reading book used in the school.

To write a sentence from the same paragraph, slowly read once, and then dictated in single words.

To work a sum in any simple rule as far as short division (inclusive).

In other words, taking 467,280 scholars on the school registers, of the age beyond which day-school attendance is little prolonged,* nothing certain can be stated of the individual proficiency of 38·3 per cent. of them. Confining Ourselves to the 288,027 who were tried, their examination shows 35·2 per cent. of failure, and 31·2 per cent. of insufficient attainments (*i.e.*, not exceeding Standard III.); only 33·6 pass without failure above Standard III. Again, the proportion of scholars over 10 years of age (467,280) to those of all ages over six years (1,255,953) on the school registers, is 37·2 per cent., but the proportion of scholars over 10 years of age (96,728) who pass without failure in any one of the three higher Standards to the same number (1,255,953) is only 7·7 per cent.; that is to say, of four-fifths of the scholars about to leave school, either no account, or an unsatisfactory one, is given by an examination of the most strictly elementary kind. Regarding the unexamined scholars, several presumptions might be offered why they should be less proficient than those examined, but none why they should be more so.

Year after year, attention has been called to similar statements, before as well as since the introduction of the Revised Code.

In 1861, the Royal Commissioners on Popular Education based the reasons for the principal changes which they recommended on the necessity for testing whether or not the bulk of the scholars, and not only the best of them, carried away the indispensable elements of instruction.†

In the Reports of Our Committee, since the introduction of the Revised Code, for the years 1863-7, attention

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* In the public elementary schools . . . . . attendance diminishes rapidly after 11, and ceases almost entirely at 13. Report of Royal Commission on Popular Education (1861), vol. i., pp. 171, 172.

† Report, vol. i., pp. 157, 174, 341.

has been annually called to the small proportion of scholars over 10 years of age who passed with complete success in any one of the three higher Standards.*

As far as the mere power of passing goes, irrespectively of higher quality, of age, of standard, or of the proportion of the scholars examined to the rest, a comparison of the last three years shows that, out of every 100 examined, there passed in— Reading, Writing, Arithmetic.

READING:—

——	1866.	1867.	1868.
England and Wales - - -	89·1	89·77	90·03
Scotland - - - - -	94·45	96·39	96·96
Great Britain - - - -	89·9	90·71	91·03

WRITING:—

——	1866.	1867.	1868.
England and Wales - - -	86·33	87·31	88·16
Scotland - - - - -	86·31	89·29	90·48
Great Britain - - - -	86·33	87·59	88·49

ARITHMETIC:—

——	1866.	1867.	1868.
England and Wales - - -	74·72	75·27	76·49
Scotland - - - - -	78·78	82·36	84·8
Great Britain - - - -	75·31	76·28	77·7

These figures prove that the scholars presented for examination generally satisfy the test to which the managers choose to subject them, and the increase in the per-centage of passes marks a certain improvement. The fact, however, that out of 288,027 scholars examined, being over 10 years

* Reports, 1863, p. xxi.; 1864, pp. ix. and xxiv.; 1865, p. xi.; 1866, pp. xxiv.—xxvi.; 1867, p. xxiii.

of age, 59,693, or 20·7 per cent. were presented in Standards I. and II., necessitates one of the following alternative inferences, viz.: that Article 46 of the Code, forbidding the presentation of any scholar a second time for examination under the same or a lower standard, is evaded by change from school to school; * or that the managers and teachers crowd their scholars who are examined for the first time into standards below their real proficiency;† or, lastly, that 20·7 per cent. of the scholars in their 11th year and upwards, who were offered for examination, had not learnt enough to justify them in attempting more than to—

Read one of the narratives next in order after monosyllables in an elementary reading book used in the school;—

Write in manuscript character a line of print;—

Work a sum in simple addition or subtraction, and repeat the multiplication table.

Examination must reach scholars generally.

Such are some of the facts which the searching test of individual examination, individually recorded, brings to light in elementary schools. But the experience of most educated people will tell them that, if an analogous test had been as rigorously and impartially applied to their own schools, that is to say, to schools which had neither illiterate homes, nor irregular attendance, nor uncertain and inadequate means to struggle against, the result, even there, would have proved, and perhaps with hardly less completeness, how arduous a task it is to secure that the great majority of any scholars shall be able to reproduce, in a tolerable degree, the fruits of the instruction which they are supposed to have received.

Objections considered.

Mr. Fussell, pp. 104-5, after testifying that—

"The increased extent to which individual examination is carried by the Revised Code has unquestionably improved the bad schools in his district very sensibly,"

adds;—

"I am equally satisfied that it will beneficially affect other schools, if only means can be found to counteract its mechanical tendency.

* Per-centage of Scholars who, in the year 1868, had attended the same School.

Less than One Year.	One Year, but less than Two Years.	Two Years, but less than Three Years.	Three Years, but less than Four Years.	Four Years, but less than Five Years.	Five Years and over.
40·54	22·92	14·88	9·6	5·9	6·16

† The Supplementary Rules 5–9 (*infrà*, p. lxxxiii.) are directed penally against this abuse. Article 54, *b.* 2 of the Code (*infrà*, p. lvii.), which is part of the Minute (Mr. Corry's) of 20 February 1867, offers an encouragement to present scholars in the three higher Standards.

* * * Examinations are less interesting to the managers, to the teachers, and to the children in the upper classes of the schools; or rather, as regards the managers and teachers, their interest is unduly concentrated upon the pecuniary results. The dread of an adverse balance in the year's accounts seems to cramp their energies. Not unfrequently they appear disheartened by the difficulty which they experience in reaching the degree of general efficiency which they were formerly able to maintain."

Mr. Mitchell, p. 131, writes:—

"It may be proper to state that the condition of a school is not necessarily indicated by the number of passes. A very inferior school may rank with the highest in this matter. The one may just satisfy the claims of the Revised Code, while the other exhibits all the life, activity, and excellence which alone can be called education, but which is not indicated by the number of passes."

The question, however, remains—"What other method "will equally well secure that the greatest possible number "of the scholars shall be raised to the point of passing?"

It has nowhere been officially stated, or implied, that the number of passes is the sole measure of a school's excellence; but it is one of the measures; and the school which obtains fewer passes is, *pro tanto*, the worse school. If the "life, "activity, excellence, and general efficiency" of schools are more than partial, they ought not to disappear in proportion as examination is extended to more and more of the scholars.

The following extract from Mr. Gordon's Report on the Normal school at Glasgow, pp. 477–8, is much to the present point:—

"The primary subjects of Article 48, which, before were taught incidentally, have been raised more to the class of distinct regular branches in the practising department, a course of each being now given at a stated hour. * * * With reference to it, the rector, in one of his lectures, quotes as follows from a distinguished foreign educationist:—

"I perceived how much higher a degree of interest and power is obtained by a persevering attention to the elementary parts, until they be perfectly familiar to the mind; and what confidence and interest the child is inspired with, by the consciousness of complete and perfect attainment even in the lowest stage of instruction."

Mr. Mitchell, p. 131, continues;—

"There is also a plan of omitting to subject to examination any but those the master considers likely to pass; thus in many schools, some even the best, the numbers set down for examination bear no proper proportion to the numbers in average attendance. Again, the number of passes may include a very large proportion in Standards I., II., and III., the candidates in the upper standards being very few."

The first plan, inasmuch as every qualified scholar withheld from examination represents a self-imposed loss to the

school of 8*s.*, is not likely to be practised, to any great extent, in schools which can be called "best," except by comparison with bad. Evasion of the higher standards marks a fault of the inspector, if he recommends grants of the full amount to schools which continue to be justly open to this complaint. Our measures,* if exactly administered, take account of quality as well as quantity, even in the grants directly dependent on examination.

Mr. Bellairs, p. 23, writes:—

"An inspector may 'recommend deductions,' that most delicate and difficult part of his duty, entailing pain and anxiety, with much unpopularity; but in many cases this is not sufficient."

It is at least sufficient to prevent the payment of public money under circumstances where it was not intended to be given.

Want of uniform increase in the number of aided schools.

The inspectors generally speak in favourable terms of the effects of the Revised Code,† but some of them complain that no serious increase is made in the number of inspected schools.

Mr. Bellairs, p. 29;—

"There is an impression in the minds of some influential persons in my district, that a stimulus might be given if H. M. inspectors were sent to neglected parishes as missionaries in the cause of education, to popularize the proceedings of the Committee of Council, pointing out at the same time the advantages of improved and efficient schools. My experience does not encourage such expectations. We have, I think, enlisted all the persons who are sufficiently interested in the work, to undertake the self-sacrifice and self-denial which it requires. The future progress of our present plan depends more upon the influx of fresh blood into the parishes, than by any stirring up of the old blood already therein."

Mr. Byrne, p. 40;—

"I have to regret the small addition made to the number of schools under certificated teachers within the last two years. I reckon an increase of eight entirely new schools beside a few departments in schools already assisted by your Lordships. Indications are not wanting of the near approach of a limit to the multiplication of schools under certificated teachers. * * * So far as willing clergymen are concerned, I may say summarily, and in colloquial English, I have come to the end of them. Beyond the circle of those actually upon the list of managers

* Report, 1867–8, p. xxxiv. and supra, p. xxiv., note †.

† Byrne, p 36. Capel, p. 57. Cumming, p. 369, and 371 (registers); Fussell, p. 104; Gream, pp. 108 and 112; Howard, p. 116; Lynch, pp. 308 and 312; Pickard, p. 158; Sandford, p. 199; Stokes, p. 319; Wilkinson, p. 382; Du Port, p. 66; Gordon, pp. 330–1, 333–8 (Scotland); Hall, p. 352 (Scotland); Middleton, p. 356 (Scotland); Morell, p. 290; Watts, p. 263.

of assisted schools, I recognize only unwillingness, or various degrees and kinds of inability."

Mr. Capel, p. 52 ;—

"Of this increase * * * at least nine-tenths are due to the larger numbers of children in the annual grant schools of parishes, which have been for some years receiving your Lordships' grants."

Mr. Mitchell, p. 128 ;—

"I regret to add that the increase of schools receiving grants during the two years has been very inconsiderable; only three new schools are returned: Poplar, St. Matthias'; Limehouse, St. Peter's Mission; Holloway, St. James'. While the small schools at High Stone and Kenton have been withdrawn, and the larger one of Kilburn St. Mary has been closed."

Mr. Sandford, p. 197 ;—

"Since I last reported to your Lordships two years ago, the increase in the number of schools and of scholars has not been large; considering that public measures for the improvement of education, which ought to affect its condition in this district considerably, have been introduced recently, this increase is certainly less than might have been anticipated."

He adds, however, p. 215 ;—

"While I have drawn attention to some of the shortcomings of our present system, I am not blind to the progress that has been made, to the marvellous effect which the efforts of educators have had within the last 20 years on the intelligence and general conduct of a large portion of the people."

Mr. Gream, on the other hand, p. 108 ;—

"The general state of education in my district satisfactorily progresses. Hardly a month passes without the addition of one or two annual grant schools, and the teaching and training in the more backward schools annually improves."

Mr. Routledge, p. 195 ;

"Though I am bound to admit that the actual results of education in my district are not what I should wish, yet in the first place there are signs of improvement; and, secondly, there is the desire for education, and, where that is, all difficulties will eventually be overcome."

Management.

With regard to the management of schools, Mr. Bellairs reports, p. 22—

"To secure really good instruction in an elementary school firm and judicious supervision, an adequate staff, with skill and diligence in the master or mistress, should combine; where one or other of these fail loss necessarily follows.

"The plan of confining the management to one person has a tendency to reduce efficiency. If the manager should be, as sometimes happens, indifferent or careless in the matter, this function naturally falls into

abeyance, and the teacher, perhaps young and inexperienced, is left without direction, advice, or sympathy. If he be earnest the management then is a kind of imperialism, in which the interest centres in one person, who has to supply funds, and, if necessary, to pay deficits. Men will not support an institution in the management of which they have no share, nor take enduring interest in a cause in which they have no feeling of responsibility. In many parts of my district the laity, especially those in the middle ranks of society, are not only utterly indifferent, but ignorant of the condition and nature of the schools which exist in the very midst of them. Hence, when the manager is poor or indisposed to a liberal policy, the coat has to be cut to the cloth, and everything reduced to the minimum scale of expenditure, and in many instances, as long as the capitation grants can be secured, there is no attempt to carry instruction further."

Mr. Steele, pp. 225–6—

"In some portions of the district, the managers are only a name; everything, even the choice, engagement, and payment of the under teachers is in the hands of the master or mistress. At one place the teacher told me that the children's work had never been examined, or a question asked them, except by herself, during the year; in another that no lady or gentleman had been inside the school since the last inspection. It would be easy to report at length on the general inferiority of these cases, for even where knowledge is fair in amount it bears the impress of being made to order, with its money value alone in view; while the general tone is more unsatisfactory still. * * * * Preston and Blackburn may serve as illustrations. Both are large manufacturing towns, lying only 10 miles apart, with the same class of population and character of schools. In Blackburn the management is a reality, and remarkable interest and activity are manifested by the principal laymen and employers of labour, as well as the clergy, in the cause of popular education. In Preston the system seems to have established itself of virtually leaving the school and all its concerns in the hands of the teacher.

"In Preston the average attendance in church day schools is 4,671, the number of assistant teachers 8, and of pupil-teachers 58. In Blackburn the average attendance is 3,252, assistant teachers 8, and pupil-teachers 48. Reckoning, then, one assistant as equivalent to two pupil-teachers, teaching power in Blackburn is 24 per cent. stronger than in Preston. This is one result of the difference of management; another is, that at Blackburn the per-centage of passes is 90·4, at Preston 83·1."

Mr. Stewart, p. 237—

"There is yet another point connected with the management of schools which appears to me to require notice, the practice, namely, of throwing on teachers a share of the pecuniary responsibility which each school may be said to represent.

"It is not unfrequent at the present time to guarantee rather low salaries to masters and mistresses, and to make the rest of their incomes depend on what they can earn by means of children's pence and the grants conditionally due from public sources. Such an arrangement of necessity leads to a kind of speculation which may in certain circumstances be extremely profitable; but there is, on the other hand, very considerable danger that public interests will be set aside in favour of private ones.

"If teachers, from choice or from necessity, are led to give undue importance to the purely commercial aspect of a school a strong tempta-

tion will be created to keep down its expenses and to get rid of those pupils who pay badly; that is to say, to avoid as far as possible the employment of pupil-teachers and the admission of very poor children."

Mr. Watts, p. 265—

"In collective examinations of pupil-teachers I often meet with candidates of a very unpromising stamp. On one occasion * * * upon inquiry I found that * * * the reason why some of the most advanced boys could not be induced to become pupil-teachers was the small payment of 1*l.* a quarter offered to such as would accept it, with far less regard to their efficiency than to the means of securing the maximum grant at the least possible expense. * * * * *

"These cases are confined, I believe, to schools where, unwisely in my opinion, in consideration of a fixed stipend plus all the pence, and a portion, if not the whole, of the Government grant, the responsibility of providing pupil-teachers is either sought by or thrust upon the master, who is not always capable of resisting the temptation to swell out his own salary by employing the cheapest, and most probably therefore the most inferior, article; thus injuring in a degree which it is difficult to measure the actual welfare of his own school, as well as the future welfare of a system which it is strictly his duty to promote.

"Whenever I have had an opportunity I have strongly deprecated this principle, and I have endeavoured to impress upon managers the fact that the remedy, as well as the responsibility, rests with them. Judging from the kind manner in which my suggestions have been received, coupled with the general readiness I have witnessed on the part of managers to carry them out, I entertain hopes that the evil of which I complain will be removed in the course of a few years."

The present system of public aid to elementary education assumes, from first to last, that there are persons on the spot able and willing to provide, or to see provided, what further funds are requisite; to apply the total amount in the manner best calculated to benefit their schools; and to be responsible that the teachers, whom they appoint and dismiss, faithfully execute their office. The public duty for which the managers volunteer is laborious and costly, but their practical acceptance of this labour and this cost is their title to the power which goes with it. They have undertaken to perform a great public duty, and whatever be the difficulty of their task, it is part of their self-imposed obligation.

The uncertainty of this voluntary action is its weak side. On no part of the public (except those whom it deprives of education) does this uncertainty weigh more heavily than on the clergy. They are visible representatives of a common duty, and are too often left to choose between the pain of seeing it go undone, or of performing it (in some wholly disproportionate degree) themselves. Clergy.

Mr. Howard, pp. 119, 120:—

"At present the chief burden of the support of schools is borne by the clergy; the farmers as a class give nothing, the contributions of

country gentlemen are shamefully small. I could name parishes in which good schools are mainly supported by the clergy, where there are large estates owned by men of high position in the county, but whose names do not appear on the list of voluntary subscribers.

"It seems neither fair nor honourable for men of large means thus to shirk their responsibilities. It is as bad as if the parishes expected the parsons to pay for the cleaning of the church clocks, and almost as bad as if the county required them to bear the cost of the county police."

Mr. Mitchell, p. 134:—

"In every previous report it has been a painful duty to refer to the extreme difficulty which many of the clergy experience in collecting funds for the maintenance of their schools. When I allude to any defect, either of building, of books, apparatus, or furniture, I am constantly met by the observation, that though my remarks may be correct there are no funds to carry out the suggestions, that in fact the schools live as it were only from day to day, that mostly they are in debt, and nothing but the receipt of the whole of the expected Government grant will enable the manager to escape bankruptcy and the consequent necessity of closing the schools. I am perfectly justified in stating that there are few schools, especially in the poorer districts, which without the clergyman incurring great responsibilities would be able to maintain an existence of half a year in advance.

"The documents of several schools show this fact."

One of Mr. Mitchell's correspondents, an incumbent of Bethnal Green, writes:—

"Thus, the schools are starved, or starve the incumbents who strive to keep them up in an efficient state."

Mr. Routledge, p. 195:—

"The clergy here, as everywhere, have devoted a great deal of time and attention to the good cause, and have contributed out of their means considerably more in proportion than the bulk of landowners and manufacturers. Yet of this latter class there are many brilliant exceptions."

Doubtless, there are reasons, besides the indifference of the laity, why this undue burden is left to fall upon the clergy. Mr. Bellairs* points to some of them in the following extract, pp. 23 and 26:—

"Some of the very small schools fail from want of numbers in scholars, as well as of funds. The question of grouping small parishes with one efficient central school has not received the attention it deserves. The present plan of confining school management to the clergy of the respective parishes interferes here. Each one feels that he would be guilty of disloyalty to the parochial system if he consented, however indirectly, to place his children in a school out of his own cure. * * *

"In regard to voluntary contributions, in many places these might be considerably increased if the constitution of managing committees could be so altered as to enlist more the sympathies of the laity.

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* Compare Report of Committee of Council on Education, 1867–8, p. xli.; Royal Commission, 1861, vol i., pp. 290–292.

"Where the clergy have thrown the general management upon the parish, making all to feel themselves responsible for the well-being and support of the school, their contributions from sources hitherto unsuspected have fallen into the exchequer."

The same inspector sums up his judgment in p. 23:—

"My experience is that sole management is not the most efficient."

To the same effect, Mr. Byrne, p. 38:—

"Parochialism is a rock on which the Church of England should fear to run the risk of making shipwreck in her recently assumed character of instructor of the poor. If each parish be ambitious not to subserve the general interest, but to possess a school, however inefficient, of its own, the result will be such as we see in Gloucester, where in one parish there is a large school for boys languishing for lack of funds, and incomplete in its character in the absence of departments for girls and infants. In another, two departments (for girls and infants), neither of them thriving, are assembled in one room, divided by a wooden partition. In one parish alone (St. James's) is there a complete school of three departments. In the rest either there are only single departments or the sexes are intermixed, a plan not to be justified by necessity in a town parish where each sex is in sufficient force to require a school to itself, and scarcely to be recommended where scholars are to be found, as they are in towns, of an age comparatively more advanced than in the rural districts."

The difficulties of management in Roman Catholic schools are unusually great. The population is almost exclusively immigrant, and very poor; the priests are changed more frequently than is the case with our established clergy. The individual character of the management, and its want of continuity, has, in several instances, caused administrative difficulty. We should be glad to learn that, where the elements of a lay committee of management (in terms of the model deed*), cannot be found to act for every individual school, larger areas of management were formed, and district boards of clergy and laymen appointed with which particular schools might stand in some recognized connexion.

Some of the inspectors consider that the old system, whereby the greater part of the grant used to reach the managers in a form that left them no discretion in the manner of employing it had advantages† over the Revised Code. But Mr. Stokes, p. 323, points to circumstances which, in his opinion, justify the present plan, and promise improved management in the class of schools (Roman Catholic) which he inspects:—

"The changes of the Revised Code have in no respect exercised a more beneficial influence than in leading school managers to occupy

* Report of Committee of Council on Education, 1851–2, p. 45.
† Gream, pp. 112, 113; Stewart, p. 230 (entire report).

a *position of extended* usefulness. In taking upon themselves the full and undivided responsibility for the management of schools, they have become familiar with the administrative rules of the Department and the reasons of them; they have learnt to exercise a sound discretion in the choice of teachers and assistants, to superintend the course of instruction, to exert means for securing a steady attendance of children, and to manage carefully the financial concerns of schools."

Certificated teachers.

The judgment of the inspectors on the certificated teachers is generally favourable.

Mr. French reports, pp. 86, 87:—

"The teachers employed in my district are as a rule, I am glad to say, conscientious, painstaking, industrious persons. They seem to be animated by the sincerest desire to advance the moral and intellectual welfare of the children entrusted to their care. I believe that they make it their business to learn the particular character and temper of each of their scholars—not the least important part of a teacher's duty. They always know who are painfully timid and shy, and require a word of encouragement, and gentle dealing, and who are forward and ready, and require a little checking at the time of too great eagerness. It affords me the greatest pleasure to speak of the teachers that come under my notice as being for the most part well-fitted for their office both by character and attainments. Many of them have held their positions for several years, and have gained such esteem as may well fill them with genuine satisfaction."

Mr. Howard, p. 115:—

"The certified teachers in the district as a body continue to do their work with much zeal and heartiness. I believe that they receive from those with whom they have to do merited respect and esteem. With the spread of education the influence of the teachers increases, they are acting on the mass of society as a wholesome leaven, the working of which is slow but certain, and will, I do not doubt, show itself in days still to come."

Mr. Lynch, p. 312:—

"The admirable institution for the training of female teachers which the Roman Catholics of England possess in the normal schools at Liverpool, continues to send out year after year to the schools of my district young persons who have enjoyed every advantage that the highest order of instruction can afford. Their conduct and the example they give in their varied spheres of labour are proofs, if proof be needed, that an early education in which religious influences are the bases is as necessary for the instruction of our teachers as it is for every class in society.

"Our training school for masters at Hammersmith, under many disadvantages and discouragements, has sent to my district several teachers of whose success it may well feel proud, and very few whose careers have been attended with discredit."

Mr. Stokes, p. 469, qualifies this praise in respect of some of the Hammersmith students who had fallen under his inspection, but imputes the cause to their not having been pupil-teachers in the first instance:—

"I have now for several years annually noted with particular pleasure the excellence of the Hammersmith practising school. It is a model of

primary instruction. I only wish that its features could be so impressed upon the memory of the students, and the means taken to secure its excellence in discipline and instruction communicated to their intellect in so lasting a form as to enable them to reproduce schools of the same type elsewhere. It is disheartening to find young masters fresh from the school where all is order, method, and cheerful docility, who are unable in their own schools to maintain ordinary discipline, and who even seem unconscious of its absence. It would seem that preparatory practice as pupil teachers in schools really well conducted is essential as a foundation for the lessons of the training college."

Mr. Bellairs (in part to the same effect as Mr. Stokes), p. 23:—

"Another cause of failure is the unskilfulness as well as the comparitive youth and inexperience of the teachers. The latter cannot, of course, be altered; but the former can. Much of it, I suspect, arises from the imperfect way in which the pupil-teachers are exercised in class management and teaching in their respective schools, and from the want of proper means in some of the normal schools for practice."

He adds, at p. 29:—

"Whatever may be done, I sincerely hope the certificate may be preserved."*

Mr. Pryce, p. 169:—

"I wish it to be clearly understood that, taken as a class, I consider the school teachers holding Government certificates throughout my district to be honest and high principled persons; that there may be some in such a numerous body who are inclined to take an unfair advantage of a trust reposed in them in order to increase their salaries is perhaps almost to be expected; that their number is very small is most creditable to the profession."

Mr. Tregarthen, pp. 249 and 251:—

"With regard to the general efficiency of the schools taught by certificated teachers, I may venture to report favourably of nearly all of them. It is quite true that many might be better; but the greater number are in a fair state of efficiency, and some few are excellent. * * *

"Some half-dozen schools in the district are taught by teachers holding the provisional certificate. They are quite as successful as most of those schools under teachers who have passed through a longer training."

Mr. Waddington, p. 299:—

"As a rule, I feel sure that the certificated teachers work with conscientious diligence, and where there is failure or defect in the results, I am confident it is far more often due to want of personal power or of sufficient assistance than to want of will or of hard work."

Mr. Wilkinson (Scotland), p. 384:—

"The teachers are as a body respectable, well conducted, and attentive to their duties; of the trained teachers almost all are satisfactory

* To the same effect, Fussell, p. 107; Parez, p. 144; Watts, p. 268. With qualifications, Gream, p. 112; Tregarthen, p. 243.

and more than satisfactory, in respect both to instruction and discipline; of the few schools of untrained teachers I cannot speak in other terms than those of moderate commendation."

Mr. Hall (Scotland), p. 346:—

"The certificated teachers of my schools are, as a body, I am glad to say, devoted to their work, and, with a few exceptions, efficient in the discharge of it, while not a few of them are men whose substantial attainments and gentlemanly bearing make them an ornament to their profession."

Mr. Pryce, p. 176:—

School-mistresses.

"A good mistress is preferable to an inferior master, and further, a good mistress may be had for the salary usually paid to an inferior master. I am quite satisfied in my own mind, that if ever small country schools are to become annual grant schools, they must be placed under the charge of mistresses, and that this is by far the wisest plan if the school funds will not allow the managers to engage the services of tolerably fair masters. Some mixed schools in my district, on the English borders, are in a very fair condition as regards discipline and instruction, presided over by mistresses. It only requires that the managers should visit the schools pretty frequently, and on all occasions be ready to support the authority of the mistress. In Wales the wisdom of employing certificated mistresses has not yet been fully recognized, owing in part perhaps to the fact that while there are three male normal schools, there is not one female normal school in the principality."

Mr. Tregarthen, p. 249:—

"The greater number of the annual grant schools—122 out of 181—are what are termed 'mixed.' The reason of their being so is very apparent—the parishes are too small to provide children or funds for separate departments. I think it a matter more for congratulation than regret, that nearly twice as many mistresses are employed in these schools as masters. No doubt motives of economy have had most to do with this preference for mistresses over masters, but, as far as I can judge, it is economy working in a right direction. According to my experience a good female teacher is more capable of understanding the natural dispositions and mental powers of dull village children, and of instructing them kindly and skilfully, and of exercising over them a powerful influence for good, than an average male teacher."

The employment of women instead of men as teachers, is calculated to meet some of the pecuniary difficulties under which the smaller rural schools labour, and has attracted favourable notice from several inspectors. In Scotland, the employment of women in any schools, except in departments confined to infants, was almost unknown within the official memory of Our committee, and the first demand by some of Our predecessors, for the introduction of women to teach sewing, was strenuously deprecated, as contrary to national custom. Yet Mr. Middleton, p. 364, now reports:—

"Several small schools in this district, formerly taught by men, are now taught by women far more efficiently. The change is, I under-

stand, going on gradually throughout the country. I have met no person practically and largely acquainted with education that doubts the benefit of the change. Before we knew how extensively women conduct the common school education of the United States, we had begun to move in the same direction."

With regard to the future supply of teachers, the recovery noticed last year in the supply of pupil-teachers has been more than maintained. Last year, for the first time since 1863 inclusive, there was an increase in the number of pupil-teachers. The increase (in the year ending 31 December 1867) was 715. This year, the increase is 1,982. Our predecessors in office remarked in their last Report * that the recruiting of the profession must at last depend upon the popular opinion of its prospects. The average salaries show a steady—those of the masters a marked—tendency to rise. The average annual pecuniary emoluments (including Government Grants, and all professional sources of income) of certificated masters were— Pupil-teachers. Salaries.

	£	s.	d.
In 1866 - - -	87	3	0
„ 1867 - - -	88	18	5
„ 1868 - - -	91	5	11

Of certificated mistresses (not confined to infants)—

	£	s.	d.
In 1866 - - -	55	0	2
„ 1867 - - -	55	11	0
„ 1868 - - -	56	1	7

Of certificated mistresses (confined to infants)—

	£	s.	d.
In 1866 - - -	52	10	2
„ 1867 - - -	53	11	3
„ 1868 - - -	54	16	0

The averages in 1868 are taken on 12,201 teachers, of whom 6,365, or 52·1 per cent. are, in addition to their pecuniary receipts, provided with a house or lodgings rent free.

The following inspectors insist upon the continued difficulty of procuring pupil-teachers, or upon the decline in their attainments.

Fussell, p. 106; Gream, p. 112; Hall, p. 346; Steele, p. 227; Waddington, p. 299; Wilson, p. 379.

The following inspectors notice recovery, or the beginnings of it.

Howard, p. 114; Mitchell, p. 127-8; Parez, p. 147-8; Pickard, p. 156; Tregarthen, p. 251.

* Report, 1867-8, p. xv.

Mr. Stokes, p. 468:—

"Schoolmasters are growing more content with their position and prospects. The laborious and efficient men find that payment by results tends to increase their credit and their pay. Some who were scared away in the panic are returning to the employment of teaching. More lads offer themselves for apprenticeship as pupil teachers; in short the many and considerable advantages of the teacher's lot begin to re-assert their influence."

Several inspectors dwell upon the equality or superiority of girls over boys for the office of pupil-teacher.

Du Port, p. 78; French, p. 87; Routledge, p. 190.

But this resolves itself into a comparison of mistresses with masters, because the pupil-teachers must be regarded not only as doing the service of the schools in which they are engaged, but also as the successors of the principal teachers.

School farming.

The alleged difficulty of procuring pupil-teachers is, no doubt, to a considerable extent real, and due to the general rise of wages. But, to a very considerable extent also, it is factitious, and attributable to the practice of managers who put a teacher into a school with a stipulated salary of very small amount, or even with none, and practically leave him to make the best of it as his own adventure.* It need scarcely be added that a voluntary system cannot take much credit for such schools, which, in effect, have no disinterested person connected with them to check certificates and returns, and to see that there is a proper outlay on books, apparatus, and assistant teachers. It is to this practice that the animadversions of the inspectors who complain of the mercenary spirit† which characterizes many schools are applicable, and it is upon this practice that Article 52, c. 1, of the Code has an important bearing. The grant is not to exceed the amount of local contribution (including fees) raised within the same year. Reductions under this Article in the past year were imposed to the amount of 2,695*l*. We are sorry to be obliged to add that, in more than one instance, the income of the year had been improperly (to use no harsher term) exaggerated in the returns.

Minute, 20 February 1867.

The minute of 20th February 1867 (known as Mr. Corry's minute) and now embodied in Articles 46, 54, and 90[1] of the Code,‡ has been in operation, in England and

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* *Suprà*, pp. xxvii–xxix.

† Bellairs, p. 22; Fussell, p. 105; Stewart, pp. 230–40; Watts, p. 265.

‡ *Infrà*, pp. liv., lvii., lxviii.

Wales only, throughout the whole of the past year. It is printed and explained in pp. xcviii.–ciii. of the Report of Our Committee for 1867, and the results of it are tabulated at pp. 16–17 of this present volume. It offers extra grants upon certain conditions to elementary schools.

The inspectors are all favourable to the principle of the Minute, but many of them speak of its conditions as too intricate.* It will be observed, however, that every one of the conditions is in favour of efficiency. Nor have they prevented the Minute from taking very considerable effect. The sum granted to elementary schools under the Minute in the past year amounts to 13,235*l.* It is to be observed that the Minute is favourable to small schools (having an average attendance not exceeding 64), because they escape the condition which requires a staff of teachers above the minimum prescribed in the Code. Of such schools, 744 obtained extra grants; so did 1,870 larger schools. Altogether 9,073 schools or departments of schools were examined under the Minute in the year 1868. The schools which obtained a grant were thus 28·8 per cent. of those examined. It is, however, to be noted that the per-centage of successful schools in the five months of the Minute's operation in 1867, was only 18·1 per cent. of those examined. Nor is the full significance of this increased per-centage to be gathered from the figures alone. The seventeen months ending 31st August 1868, contain seven months, viz., from September 1867 to March 1868, both inclusive, wherein schools were examined for the first time only under the new Minute, and therefore had no opportunity, if their staff of pupil-teachers had dropped to the minimum required by the Code, of recruiting it to the minimum required by the new Minute. Indeed, detailed analysis would show that the 10·7 per cent. of increase *on the whole number* mainly belongs to the schools inspected for the second time under the Minute during the five months April–August 1868. Of course, on that number of schools only, the per-centage would be very much larger.†

* Byrne, p. 43; Capel, pp. 61–2; Du Port, p. 68; Gream, p. 108; Howard, pp. 114 and 117; Koe, p. 123; Lynch, p. 312; Mitchell, p. 139; Morell, pp. 286 and 291; Parez, pp. 145–7; Pickard, p. 160; Price, 168; Routledge, pp. 186–7; Tregarthen, p. 254; Waddington, p. 301; Watts, p. 264.

† The rate of grant per day scholar, for years ending 31 August, has risen from 8*s.* 1*d.* in 1863, and 9*s.* in 1864–7, to 9*s.* 4¾*d.* in 1868, and 9*s.* 11*d.* (estimated) in 1869. Of the increase in 1868, as much as 3¼*d.* was expended specifically under Mr. Corry's Minute. In the estimated grant of 9*s.* 11*d.* per scholar for 1869, Mr. Corry's Minute accounts for 9½*d.*

Evening scholars.

The grants for evening scholars* are rising very rapidly in amount, chiefly in consequence of the permission given to managers by Articles 142–9 of the Code† to conduct the examination of such scholars themselves, at the time most convenient, without waiting for the presence of the inspector. The Minute establishing those Articles is dated 8th February 1865.‡ The grants paid on account of evening scholars are as follows for England and Wales.

Years ending 31 August.	Scholars examined.	Granted.
1866 - - -	31,481	11,333
1867 - - -	40,572	14,134
1868 - - -	52,499	17,664

The estimate under this head for the now current year 1869–70 is 23,395*l.* The result of these examinations is not satisfactory. The examination of the 52,499 evening scholars presented in 1868, aged between 12 and 21 years, gave the following results.

Standard.	Number presented for examination.	Per-centage of the number examined in each Standard who failed to pass in one or other of its three Subjects.
I. - - - -	16,216	28·51
II. - - - -	13,663	31·2
III. - - - -	10,383	36·42
IV. - - - -	7,273	34·84
V. - - - -	2,446	36·59
VI. - - - -	2,518	32·89

* Byrne, p. 43; French, p. 86; Howard, p. 114; Mitchell, p. 131–2; Watts, pp. 268–9; Routledge, p. 192–3.

† *Infrà*, p. lxxvii.

‡ Report of Committee of Council on Education, 1864–5, p. lxxviii.

Taking the whole number examined, under whatever standards, those who failed in

Reading were 7·98 per cent.
Writing were 15·69 per cent.
Arithmetic were 19·92 per cent.

Considerably more than half (56·9 per cent.) of the whole number examined were presented in Standards I. and II. Assuming that unfair advantage* is not generally taken of the relaxation in favour of these scholars of the rule which allows them to be presented in the same standards in successive years,† the figures show a terribly backward state of education‡ in the class from which the scholars come, and wherein they leave the dissolute and the lazy unaccounted for.

Compulsory education.

The inspectors who refer to the question of compulsory education express themselves, without exception, as favourable to the principle of it. Mr. Tregarthen touches the two sides—attendance of scholars, provision of schools—from which the subject has to be regarded. At pp. 256–7 he writes:—

"*To speak of the apathy and poverty of parents leading to the early* removal of scholars, of irregular attendance at school, of the moving from one school to another, of the demands of the labour market, and the irresistible temptation of adding the smallest sum to the weekly earnings of the family, is to tell your Lordships what others have told over and over again. My portfolio is full of letters uttering the same complaints, telling the same old story. * * * * * *

"What wonder if I find managers of schools in many places openly advocating and expressing themselves as quite prepared to welcome any legislative enactment which should either prohibit a child being taken away from school before he has acquired the first rudiments of knowledge, or which shall provide that up to a certain age, 10 or 11 years, it shall be illegal to employ a child in any agricultural pursuit unless it is shown by his possession of a 'scholar's certificate' that he has mastered the elements of instruction."

Again, at p. 258, after giving a striking instance of the evil he complains of, he adds:—

"If the education of the poorer classes is of national importance I would venture to observe that the foundation on which it rests would seem to want strengthening in some way, if it is possible that the whole educational fabric, as in the case I have mentioned, reared in a parish with great labour and cost, may fall into a state of ruin, and be rendered nearly worthless when one individual withdraws his support."

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* Du Port, p. 80; Steele, p. 222.

† Article 46, and Report of the Committee of Council on Education 1862–3. p. xxiv.

‡ Sandford, pp. 203–4, 209, 212.

The difficulty of enforcing attendance at school, especially in the agricultural districts, is dwelt upon by Mr. Du Port, p. 82, and Mr. Routledge, p. 184. Both concur with Mr. Tregarthen's witnesses in recommending indirect compulsion, in the form of a prohibition to children to be employed in labour until they have passed some minimum examination before a public officer. Mr. Routledge, p. 184, writes:—

"If the important point is (as I would venture to suggest) that not the mere attendance at school, but the result of such attendance, in the shape of attainments, should be compulsory, the system we should aim at eventually would be some such a one as this:—(*a.*) That no child, till he is 10 years of age, be allowed to work at all unless he has passed an examination in the present Standard II. (*b.*) That no child, till he is 14 years of age, be allowed to work full time unless he has passed an examination in Standard VI. Beyond 14 years of age the difficulty of State interference becomes greater, and other questions arise which it is not the place here to discuss."

With regard to the compulsory provision of schools Mr. Du Port, p. 184, writes:—

"One other aspect of 'compulsory education,' though perhaps not often actually popular, I have rarely known to be rejected as objectionable, and I have never known to be withstood by any argument worthy of the name. I mean an interference by your Lordships in the way of taking an initiative as regards rural parishes, where, either from the smallness of the clerical income or from other causes, no adequate provision has been started for the education of the labouring class.

"I have often stated the hypothetical case of a school being started and maintained partly by aid of a local rate imposed by parliamentary authority upon such apathetic or neglectful parishes, and partly by capitation grants from the Consolidated Fund, dependent upon an examination by a Government inspector, and the rising or falling of which would cause a corresponding fall or rise in the amount to be contributed from the local rate; and, independently of certain detailed criticisms, * * * I have hardly ever known the justice of such an exercise of the compulsory system impugned; only it is very generally laid down as part of the working of such a plan that it should take the initiative in no parish without first giving to that parish such fair notice of the intention as would allow of an effective school being started there under the existing voluntary system, should the feeling of the parish be in favour of it."

Mr. Sandford, pp. 207–8, gives facts to show that, without a local rate, the poorer class of scholars in his district cannot be educated, nor schools properly provided with assistant and pupil teachers.

Mr. Bowstead, p. 277, states:—

"To bring the means of a sound education fairly within reach of the labouring classes in these 500 places, it will probably be necessary to have at least 300 additional elementary schools in connexion with the Government.

"I have purposely limited these calculations to my own district, not feeling at liberty, in such a report as this, to apply a similar analysis to

the whole of England and Wales. But a glance at the pages of the Blue Book, disclosing as it does in almost every county long series of blanks in the columns for schools, satisfies me that, if the whole return were carefully examined, it would disclose results similar in kind to those at which I have arrived, though they might often differ considerably in degree.

"I submit, then, that here is a most pressing want of a large number of additional elementary schools, and I venture to add that I see no chance of this want being supplied within any reasonable time under our present system. One of the first principles of that system is, that the Government must always wait for local action, and never take the *initiative in establishing* a school; and the more knowledge one acquires of local circumstances from year to year the more difficult it becomes to to conceive that local difficulties can ever be universally overcome unless some pressure be applied from without."

Again, p. 284:—

"I constantly meet with cases where some single individual is lord paramount of a whole district, and where that individual or his agents refuse either to give or sell a piece of ground for the erection of school premises, however pressing may be the want of them. Sometimes objection is made to the proposed school because it is a British one, sometimes because it is to be under inspection, and sometimes simply because it is a school. Occasionally it happens that, where there are two or three landowners in a place, each of them has some one of these objections to urge. I will not enumerate all the cases of this kind which have come under my notice; but without giving details I may mention the names of three very important places, in which the school accommodation at this moment is shamefully inadequate, simply because sites, that could be granted apparently without the least inconvenience, are absolutely refused. These places are Brynmawr and Beaufort on the borders of Brecknockshire and Monmouthshire, and Treherbert in the Rhondda valley in Glamorganshire. Each of these places is inhabited by an industrial population amounting to some thousands, and the hardship inflicted is very grievous.

"Now it seems to me that a remedy should be sought for grievances of this kind, and that an adequate one might easily be found. Let a public officer be sent to report upon all such cases as I have alluded to, and in the event of his deciding that a school is wanted, let power be given by Act of Parliament to some public authority to summon a jury, to have a value set upon the land that is required, and to compel the owner to give it up on receiving its price."

Mr. Mitchell, p. 140:—

"Many people are favourable to schools being built and supported by a rate, and the lamentable condition of much that I have described forms a great argument in favour of their opinion. Experience proves that to depend solely on charity to supply these demands is not favourable to happy results. The voluntary system, when tried by the balance, must be pronounced to be greatly a failure, numbers of children receiving no education at all, and many of the remainder an education that is totally inefficient and valueless."

Mr. French, p. 97, Mr. Howard, p. 119, and Mr. Waddington, p. 297, all advocate compulsion, in one form or other, as necessary.

Factory Acts.

Mr. Steele, p. 228, points out an important particular wherein the compulsion already imposed by the Factory Acts fails of its object, and he is thus incidentally led to make a suggestion similar to the one just quoted from Mr. Routledge:—

"It is a very common practice for parents in manufacturing districts altogether to neglect the education of their children until they commence work, *i.e.*, until they are eight years old at least. The idea is, that then, when they are compelled to go to school, they will get schooling enough. It results, that if a child does not happen to get work at a factory, he has no education at all; if he does, his whole time is taken up in mastering rudiments, which ought to have been acquired long before, and he never probably acquires enough to be of real service. The first Standard in factory schools is constantly filled with great boys and girls, whose work and schooling recently commenced together. Thus a sort of encouragement is indirectly and undesignedly given to parental negligence; for probably many of these children, but for the prospect of future enforced education, would have been sent to school in earlier years. I should be glad to see an extension of the half-time Act to meet this common evil. It would not, I think, be more unreasonable to require a child, before commencing daily work, to show he has received some education, than it is to enforce education along with his work. The requirement might be either a certain standard of knowledge, or a certain period of attendance. An indirect compulsion like this would go far in manufacturing districts to solve the question of compulsory education."

Normal Schools.

The two following summaries exhibit the provision made for training schoolmasters and schoolmistresses, and the extent to which it is used:—

SUMMARY No. 1.

Denomination.	Original Cost of Buildings.		
	Subscribed.	Granted by Committee of Council.	Total.
	£ s. d.	£ s. d.	£ s. d.
Church of England	194,085 14 1¼	91,474 10 3	285,560 4 4¼
British	40,425 9 7	12,203 7 6	52,628 17 1
Wesleyan	33,101 9 3	5,049 10 0	38,150 19 3
Congregational	—	—	—
Home and Colonial	1,600 0 0	6,000 0 0	7,600 0 0
Roman Catholic	9,630 0 8	3,900 0 0	13,530 0 8
Scotch:—			
Established	14,699 7 10½	11,847 8 0	26,546 15 10½
Free Church	14,467 18 6	7,492 10 0	21,960 8 6
Episcopal	—	—	—
Grand Totals	308,010 0 0¼	137,967 5 9	445,977 5 9¼

SUMMARY No. 2.

Denomination.	Amount of Expenditure for Year 1868. Granted by Committee of Council.	Balance from other Sources.	Total.	Number of Students in 1869. Resident. Male.	Resident. Female.	Resident. Total.	Room for (Article 102[1]). Male.	Room for (Article 102[1]). Female.	Room for (Article 102[1]). Total.
	£ s. d.	£ s. d.	£ s. d.						
Church of England.	41,530 12 2	16,613 14 5	58,144 6 7	488	714	1,202	999	788	1,787
British - -	5,917 7 0	1,942 18 2	7,860 5 2	121	102	223	141	102	243
Wesleyan -	4,071 14 3	2,384 16 5	6,456 10 8	67	64	131	72	60	132
Congregational	- - -	- - -	- - -	6	13	19	25	25	50
Home and Colonial.	3,979 16 8	1,684 6 0	5,664 2 8	—	140	140	—	140	140
Roman Catholic	3,208 12 8	1,673 12 10	4,882 5 6	42	65	107	70	73	143
Scotch:—									
Established -	6,276 2 8	2,221 10	8,497 11 6	111	110	221	188	16	356
Free Church	6,521 2 4	1,728 6 10	8,249 9 2	71	150	221	199	185	384
Episcopal -	540 6 1	291 10 9	831 16 10	—	22	22	—	26	26
Grand Totals	72,045 13 10	28,540 14 3	100,586 8 1	906	1,380	2,286	1,694	1,567	3,261

The accommodation since last year has been increased by room for 56 students, of whom 50 belong to the Congregational College at Homerton, inspected for the first time in 1868 (pp. 451–466) by Mr. Matthew Arnold, and 6 to the Episcopal Church in Scotland, being the addition of so many female students in place of male students belonging to their discontinued college.* Before instituting any comparison between the accommodation and the number of students occupying it, We must call attention to the fact that 298 vacant places are due to the Presbyterian Colleges in Scotland, and (with the exception of a small number of female students at Edinburgh †) do not represent empty colleges, but simply the absence of so many students lodging by themselves, as compared with the number of such students in 1862.‡ The total number of students resident in 1869 is slightly in excess of the number in 1868, viz., 2,286 as against 2,257. The vacant places continue to belong chiefly to the colleges for male students, of whom 906 are in residence, and 788 others might be so. Of female students 1,380 are in residence, and there is room for 187 others. Comparing the years 1867 and 1868—

* Compare, *infrà*, p. 389 with Reports 1866–7, p. 373, and 1867–8, p. 475.
† Report of Committee of Council on Education, 1860–1, p. xiii.
‡ Article 102[1] of Code, *infrà*, p. lxxi.

Year.	Male.		Female.	
	Candidates for Admission.	Passed.	Candidates for Admission.	Passed.
1867	599	454	879	706
1868	615	457	910	788

If attention be confined to the number of the candidates for admission who have been pupil-teachers, the number is less in 1868 than in 1867, and the quality of the male candidates worse.

Year.	Male Pupil-teachers.		Female Pupil-teachers.	
	Candidates for Admission.	Failed.	Candidates for Admission.	Failed.
1867	445	57	674	99
1868	413	69	631	56

It is to be borne in mind that the pupil-teachers who appeared in December last at these examinations are those who were admitted to apprenticeship in 1864 and 1865, *i.e.*, in the years when the panic about the effects of the Revised Code was still prevalent, and the number of pupil-teachers was being reduced at the rate of 2,019 (1864) and 940 (1865) per annum. We have already * pointed out that this ebb, which continued till the end of 1866,† turned in 1867, and that the tide is now steadily rising again. We anticipate considerable effect from Article 90[1] (part of Mr. Corry's Minute)‡ when

* *Suprà*, p. xxxv.

Years ending 31 December	Reduction in the Number of Pupil-teachers.		
	Male.	Female.	Total.
1863	920	652	1,572
1864	1,318	701	2,019
1865	518	422	940
1866	175	75	250
	Increase in the Number of Pupil-teachers.		
1867	342	373	715
1868	991	991	1,982

‡ 90[1]. *Infrà*, p. lxviii.

it comes to be better known among managers and teachers. After the examinations of December 1867, the grants paid under the only part of it which had had time to become operative amounted to 1,113*l.* After the examinations in 1868, the grants under its two sections amounted together to 2,536*l.*

To the general review, instituted by Our immediate predecessors,* of this part of the present system, We have nothing to add. The character of the facts remains the same. We desire, however, to notice that the proposal which was submitted to Them, to dispense with the examination of candidates for admission † into training colleges, is condemned by Mr. Tinling and by Mr. Stokes. Mr. Tinling, pp. 412–13, reports as follows:—

"I am certain that the more the subject is considered, the greater must the gain of the admission examination appear; as it affords a proof that each young person at the age of 18 years has exhibited some decision of character, and some amount of willingness and power to devote herself to study and to self-improvement, which is the only fair ground of hope we can have for her future success and for her continuance in the profession.

"Within the last few months I have over-looked a large number of papers worked by the candidates for admission, many of which were so imperfect that they afford a very clear proof of the necessity of such an examination, if the education of our normal schools is to be maintained in any degree above the level of our elementary schools."

Mr. Stokes, pp. 468–9:—

"The possibility of the abolition of this entrance examination was discussed. Although the college is far from full, and the entrance examination may operate to keep it empty, yet the officers all concurred in deprecating the abolition; they appear to think that the removal of the bar, which under your Lordships' authority now enables them to exclude the wholly ignorant and incompetent, would as a necessary consequence be followed by the admission of many subjects totally unsuitable for training, and thus tend powerfully to degrade their special work, and through it to injure primary schools. Their decided judgment seems to deserve consideration."

(Signed) de GREY AND RIPON.
W. E. FORSTER.

Council Office, 19 May 1869.

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* Report of Committee on Education, 1867–8, pp. x–xv.
† *Ibid.*, p. xii.

REVISED CODE (1869)

OF

MINUTES AND REGULATIONS OF THE COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION.

PRELIMINARY CHAPTER.

1. A SUM of money is annually granted by Parliament for public Education in Great Britain.

2. This sum is administered by an establishment called the Education Department.

3. The head of the Education Department is the Lord President of the Council, assisted by a member of the Privy Council, who is called the Vice-President of the Committee on Education, and who acts under the direction of the Lord President, and for him in his absence (Order in Council, 25 February 1856, Act 19 & 20 Vict. c. 116).

4. The object of the grant is to promote the education of children belonging to the classes who support themselves by manual labour.

5. The means consist in aiding voluntary local exertion, under certain conditions, to establish or maintain schools, which are either:

(*a.*) For the instruction of children (*elementary*); or

(*b.*) For training schoolmasters and schoolmistresses (*normal*).

6. In elementary schools, the children attend from the homes of their parents, and charge is taken of them during the school hours only.

7. In normal schools, entire charge is taken of the students.

8. Every school aided from the grant must be either:

(*a.*) A school in connexion with some recognized religious denomination; or

(*b.*) A school in which, besides secular instruction, the Scriptures are read daily from the authorized version.

9. Aid to establish schools is given by grants towards the cost of building, enlarging, improving, or fitting up, elementary school-rooms and dwellings for elementary teachers.

Aid is not given to establish normal schools.

10. Aid to maintain schools is given by grants to the Managers conditional upon the attendance and proficiency

of the scholars, the qualifications of the teachers, and the state of the schools.

11. The aid given to maintain schools is known as "annual grants," being annually payable, at a fixed time, to each school allowed to receive them.

12. No grants are made to schools which are not open to inspection by inspectors appointed by Her Majesty in Council on the representation of the Committee of Council on Education.

13. The Committee of Council consults the religious or educational bodies which are mentioned in Article 30 before making representations to Her Majesty for the appointment of inspectors to visit schools in connexion with those several bodies.

14. The inspectors do not interfere with the religious instruction, discipline, or management of schools, but are employed to verify the fulfilment of the conditions on which grants are made, to collect information, and to report the results to the Committee of Council.

15. No annual grant is paid, except on a report from the inspector, after a periodical visit, showing that the conditions of the grant have been fulfilled.

16. The Committee of Council, at the time of agreeing to make annual grants to an elementary school, informs the managers in what month to look for the inspector's annual visit. This month remains the same from year to year, unless the Committee of Council informs the managers of a change. The inspector gives notice of the day of his visit beforehand to the managers.

17. Annual grants are issued to each elementary school only once per annum. The year for this purpose is reckoned as ending with the last day (inclusive) of the month preceding that fixed for the inspector's annual visit.

18. Schools which have received aid for building, but are not receiving annual grants, are inspected as often as the periodical inspection of the schools receiving annual grants permits.

19. The managers of schools fulfilling the conditions of Articles 4, 6, and 8, may apply for the benefit of Article 18, without having received, or applying for, any grant.

20. The duration of the period, over which the right of inspection extends, depends upon the degree of permanency of the object for which the grant is made.

(*a.*) If the grant is made for erecting, enlarging, or improving a school, the right of inspection is secured by a clause inserted in, or endorsed upon,

the school deed, and is co-extensive with the interest conveyed by that deed.

(*b.*) If the grant is annual only, the inspector's visit may at any time be declined by the managers, on forfeiting the grant depending upon it.

21. No undertaking must be commenced in general reliance upon the aid to be obtained from the Parliamentary grant. Separate applications, in the form of proposals, must, in the first instance, be addressed to the Secretary, Committee on Education, Council Office, London, S.W.

Full instructions are thereupon issued according to the particulars of the application.

The promoters, or managers, must appoint one of their own body to act as correspondent with the Education Department. Teachers cannot act as correspondents for the schools in which they are employed.

Chapter I.

GRANTS TO ESTABLISH ELEMENTARY SCHOOLS.

Building.

22. Aid is not granted to build new elementary schools unless their Lordships are satisfied—

(*a.*) That there is a sufficient population of the labouring class which requires a school in the vicinity.

(*b.*) That the religious denomination of the new school is suitable to the families relied upon for supplying scholars.

(*c.*) That the school is likely to be maintained in efficiency.

(*d.*) That the buildings, at the time of application, have not been begun nor contracted for, and that no trust deed has been executed.

23. The grants made by the Committee of Council for building, enlarging, improving, or fitting up elementary schools, are not to exceed *any one* of the following limits, viz. :—

1*st Limit.*—The total amount voluntarily contributed by proprietors, residents, or employers of labour *in* the parish where the school is situated, or *within* a radius of four miles from the school. Such contributions may be in the form of

(*a.*) Individual subscriptions ;

(*b.*) Collections in churches or chapels in the same parish, or within the distance of four miles from the school ;

(*c.*) Materials, at the price allowed for them by the contractor, or at which sold off;

(*d.*) Sites given without valuable consideration (the value to be certified by two professional surveyors);

(*e.*) Cartage (the value to be certified by the parochial surveyor of roads).

2nd Limit.—2*s.* 6*d.* per square foot of internal area in new school-rooms and class-rooms.

3rd Limit.—65*l.* for each teacher's residence.

24. The site, plans, estimates, specifications, title, and trust deed, must be previously approved by the Committee of Council.

25. The balance of expenditure which is not covered by the *voluntary local* contributions and by *the public grant*, taken together, may be made up from any other sources that are available, such as the proceeds of endowment, or subscriptions which are not local.

26. Grants are not made for rooms intended to be used on Sundays only; nor for rooms under places of worship; nor to pay off debts for building; nor in consideration of former expenditure for building; nor for maintenance of buildings; nor for improving or fitting up schools which have already received the maximum amount allowable under Article 23.

27. The extension of the area of existing school-rooms to receive more scholars, and the addition of teachers' dwellings to existing school-rooms, are treated *pro tanto* as new cases under Article 23.

28. No application can be entertained if the approved estimate (Article 24) falls below 20*l.* in small rural schools (Article 133), or 50*l.* in other schools.

The Site.

29. The site must be—

(*a.*) *In extent,*

Not less than 1,200 square yards.

(*b.*) *In situation,*

1. Not unhealthy, nor noisy.
2. Within convenient distance from the homes of the scholars.

(*c.*) *In tenure,*

Fee simple (Acts 4 & 5 Vict. c. 38., and 12 & 13 Vict. c. 49.)

(1.) Without incumbrance, or rights reserved over the surface.

(2.) If with reservation of minerals, the party in whom the fee simple of them is vested must covenant to make compensation in the event of damage, and the grant made by the Committee of Council must be the first charge upon such compensation; the whole of which is to be applied as the Secretary of State for the Home Department may direct in furtherance of the trust for a school.

(3.) If subjected to powers of leasing, sale, or re-entry, the lease or sale must not be without the written consent of the Secretary of State for the Home Department, nor the re-entry without first repaying any grant which may have been paid in respect of the premises.

(4.) Leaseholds are not admissible, if fee simple can be obtained. The term must not be less than 99 years, and there must be no onerous covenants, nor more than nominal rent.

(5.) *Copyholds* must be enfranchised (Act 12 & 13 Vict. c. 49. s. 6.).

The Trust Deed.

30. The trust deed must declare the premises to be granted in trust for the education of the poor, and for no other purpose whatever. It must also provide for the legal ownership of the premises, and for the inspection and management of the school, according to one or other of the precedents settled for: Church of England Schools, British Schools, Established Church of Scotland Schools, Wesleyan Schools, Free Church (Scotland) Schools, Roman Catholic Schools, Jewish Schools, Episcopal Church (Scotland) Schools, Undenominational Schools (belonging to none of the previous classes, but in which the Bible is read daily from the authorized version).

31. When the trust deed has been executed according to a draft approved and sealed by the Committee of Council, and (when necessary) enrolled or registered, a copy of it, including all signatures, attestations, and endorsements, must be made on plain unstamped parchment, and lodged in the Education Office.

32. When the application is for a grant to enlarge, improve, or fit up, an existing elementary school already conveyed in trust, the deed must be a legal conveyance of

the land, and not at variance with any of the principles which determine the approval of new deeds. The right of inspection must be permanently secured (Act 7 & 8 Vict. c. 37. sections 1 and 2), and there must be no powers or reservations to which the Act 18 & 19 Vict. c. 131. cannot be applied, and which might become prejudicial to the school.

The Plans.

33. The plans (with specification and estimate), when approved and sealed, may be returned to the promoters for use, but must be lodged in the Education Office before a grant is paid.

Payment of Grants for Building, Enlarging, Improving, or Fitting up Elementary Schools.

34. The amount of the grant is not announced until after the draft trust deed and plans have been sealed.

35. The grant must be accepted or declined within 14 days.

36. The grant is paid on presentation of a certificate (with balance sheet annexed), by the Building and Managing Committees of the school, setting forth that the building and conveyance are completed, and that the money in hand, raised by absolute donations, will, when added to the grant, meet all claims, and finally close the account.

37. Grants under 50*l.* are treated as lapsed, if unpaid at the end of nine months, and grants above 50*l.* at the end of 18 months, from the date of announcing them.

CHAPTER II.

GRANTS TO MAINTAIN SCHOOLS.

PART I.

ELEMENTARY SCHOOLS.

SECTION I.

Annual Grants conditional upon the Number and Proficiency of the Scholars, the Number and Qualifications of the Teachers, the State of the Schools, and the Destination of the Pupil-Teachers.

38. Schools may meet three times daily; viz., in the morning, afternoon, and evening.

39. Schools which do not meet more than once daily cannot receive grants.

40. The managers of schools may claim at the end of each year, defined by Article 17:

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at *the morning and afternoon* meetings, not being less than 400, of their school, and 2*s.* 6*d.* per scholar

according to the average number in attendance throughout the year at *the evening* meetings, not being less than 40, of their school.

(*b.*) For every scholar who has attended more than 200 morning or afternoon meetings of their school:—

1. If more than six years of age 8*s.*, subject to examination (Articles 46 and 48).
2. If under six years of age, and present, except in united schools (Article *138[2]), on the day of the examination, 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Article 46, *a*).

*40[1]. The average number of scholars in attendance for any period is found by adding together the attendances (Article 41) of all the scholars for the same period, and dividing the sum by the number of times the school has been open within the same period; the quotient is the average number in attendance.

41. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction less than two hours, nor attendance at an evening meeting for any scholar who has been under instruction less than one hour and a half.

42. Evening attendances may not be reckoned with morning or afternoon attendances in making up the prescribed minimum of 200 or 24 attendances.

43. Evening attendances may not be reckoned for any scholar under 12 years of age.

44. Every scholar attending more than 200 times in the morning or afternoon, for whom 8*s.* is claimed, forfeits 2*s.* 8*d.* for failure to satisfy the inspector in reading, 2*s.* 8*d.* in writing, and 2*s.* 8*d.* in arithmetic (Article 48).

*44[1]. Evening scholars may be examined by the inspector at the time of his visit (Article 16), or, when more convenient, at another time under the direction of the managers (Articles 142–9).

45. Every scholar attending more than 24 times in the evening, for whom 5*s.* is claimed, forfeits 1*s.* 8*d.* for failure to satisfy the inspector in reading, 1*s.* 8*d.* in writing, and 1*s.* 8*d.* in arithmetic (Article 48).

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

46. Every scholar for whom the grants dependent upon examination are paid (Article 40, *b*, 1, and *c*,) must satisfy the inspector either—

(*a*.) According to one of the following standards (Article 48); or,

(*b*.) In some specific subject of secular instruction, provided for in the time tables of the school in use throughout the past year (Article 17), beyond Standard VI.

*46[1]. No scholar attending in the morning or afternoon may be presented a second time for examination—

(*a*.) under the same or a lower standard † (Article 46, *a*); nor

(*b*.) beyond Standard VI (Article 46, *b*).

*46[2]. Articles 46, *b*, and 46[1], *a* do not apply to evening scholars.

47. Under any Half Time Act, 100 attendances (Article 41) qualify individual scholars for the grant offered by Article 40, *b*:—

(*a*.) Upon examination.

(*b*.) Without examination, after they have satisfied the inspector according to the highest standard (Article 48), but continue to attend school under the Act.

*47[1]. In calculating (Article 40[1]) the average number in attendance, the attendances (Article 41) of half-time scholars reckon for no more than those of other scholars.

48.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading.	Narrative in monosyllables.	One of the Narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing.	Form on blackboard or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic.	Form on blackboard or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10: orally, from examples on blackboard.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

† See Supplementary Rules, pages lxxxii–lxxxiv, columns VIII*a*, VIII*b*.

49. The grant may either be withheld altogether or reduced for causes arising out of the state of the school.

50. The inspector does not proceed to examine scholars in reading, writing, and arithmetic for the grant, until he has first ascertained that the state of the school does not require it to be withheld.

51. The grant is withheld altogether,—

(*a.*) If the school be not held in a building certified by the inspector to be healthy, properly lighted, drained, and ventilated, supplied with offices, and containing in the principal school-room at least 80 cubical feet of internal space for each child in average attendance.

(*b.*) If the principal teacher be not duly certificated (Article 67) and duly paid. Teachers certificated before 31st March 1864, and who have not otherwise agreed with their employers, are duly paid if they receive not less than three times the grant allowable upon their certificates in Articles 64–5 of the Code of 1860, and they have a first charge to the extent of this grant, being one-third of such due payment, upon the money received by the managers, under Article 40.

Exceptions:—

1. United schools (Article 136).
2. Infants, in a separate room, whose average number in attendance throughout the year (Article 17) does not exceed 40, and who form part of one school under a certificated teacher in the same premises.

(*c.*) If the girls in the school be not taught plain needlework as part of the ordinary course of instruction.

(*d.*) If the registers, accounts, and certificates (Articles 79, and 88, *columns* 2–3) do not warrant confidence.

(*e.*) If, on the inspector's report, there appears to be any *primâ facie* objection* of a gross kind. A second inspection, wherein another inspector (or inspectors) takes part, is made in every such instance, and if the grant be finally withheld, a special minute is made and recorded of the case.

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* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

(*f.*) If three persons at least be not designated to sign the receipt for the grant on behalf of the school.

52. The grant is reduced,—

(*a.*) By not less than one-tenth nor more than one-half in the whole, upon the inspector's report, for faults of instruction * or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

(*b.*) By sums of 10*l.* for every 40 or 80, after the first 50 of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively for every such 80 scholars.

The forfeiture is reduced from 10*l.* to 5*l.* if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

Pupil-teachers cannot be apprenticed in schools under teachers certificated in the lower grade of the fourth class (Articles 131–2), nor in united schools (Articles 135–140).

(*c.*) By its excess above,—

1. The amount of school fees and subscriptions; or
2. The rate of 15*s.* per scholar according to the average number in attendance,

} in the year defined by Article 17.

(*d.*) By the amount of any annual endowment (Article 93[3]).

53. If the excess of scholars has arisen from increased attendance of children since the last settlement of the school staff (Articles 62, 63), the forfeiture prescribed by Article 52 (*b*), does not accrue.

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* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

*53[1]. The reduction prescribed by Article 52 (*d*) is suspended, as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s*. per scholar according to the average number in attendance in the year defined by Article 17.

54. (For the Article formerly 54 see 54[1]). The grant is increased at the rate of 1*s*. 4*d*. per examination satisfying the inspector (*pass*) in reading, writing, or arithmetic (Article 48), up to any number of such examinations, not exceeding 120, on the following conditions, viz.:—

(*a*.) The number of teachers must have allowed, throughout the past year (Article 17), for every 40 or 80 after the first 25, of the average number of scholars in attendance either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 for every such 80 scholars.

(*b*.) The number of passes in reading, writing, and arithmetic must—

1. exceed 200 per cent. of the annual average number of scholars in attendance who are over six years of age. In schools where the calculation of average attendance is made indiscriminately upon scholars above and scholars under six years of age, the school registers of age are to determine in what ratio the average number in attendance is to be divided.
2. fall under Standards IV.—VI., to the extent of at least one-fifth part of the whole number of passes.

(*c*.) The time tables of the school, in use throughout the past year (Article 17), must have provided for one or more specific subjects of secular instruction beyond Article 48. The inspector must name the specific subject or subjects in his report, and must state that at least one-fifth part of the average number of scholars over six years of age have passed a satisfactory examination therein.

*54[1]. (This Article was numbered 54 in the Code of 1867. It has expired except with regard to *Scotland*, and is verbally altered to adapt it to its now limited applica-

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

tion.) Pupil-teachers engaged with the consent of the Committee of Council on Education according to the form of indenture in use under the Code of 1860, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40 ; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency.

55. In every school receiving annual grants, there must be provided, out of the school funds, besides the ordinary registers of attendance,—

(*a.*) A diary or log-book.

(*b.*) A portfolio wherein may be laid all official letters, which should be numbered (1, 2, 3, &c.) in the order of their receipt.

Diary or Log Book of School.

56. The diary or log-book must be stoutly bound and contain not less than 500 ruled pages.

57. The principal teacher must daily make in the log-book the briefest entry which will suffice to specify either ordinary progress, or whatever other fact concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, cautions, illness, &c. may require to be referred to at a future time, or may otherwise deserve to be recorded.

58. No reflections or opinions of a general character are to be entered in the log-book.

59. No entry once made in the log-book may be removed nor altered otherwise than by a subsequent entry.

60. The inspector will call for the log-book at his annual visit, and will report whether it appears to have been properly kept throughout the year.

61. The inspector will not write any report on the good or bad state of the school in the log-book at the time of his visit, but will enter therein with his own hand the full name and standing (*certificated teacher of the —— class,* or *pupil-teacher of the —— year,* or *assistant-teacher*) of each member of the school establishment. The inspector will not enter the names of pupil-teachers respecting whose admission the Committee of Council has not yet pronounced a decision.

62. The summary of the inspector's report when communicated by the Committee of Council to the managers must be copied into the log-book by the secretary of the latter, who must also enter the names and description of all teachers to be added to, or withdrawn from, those entered by the inspector, according to the decision of the Committee of Council upon the inspector's report. The secretary of the managers must sign this entry.

63. The inspector before making his entry of the school establishment in the following year will refer to his own entry made in the preceding year, and also to the entry which is required to be made by the secretary of the school pursuant to Article 62, and he will require to see entries in the log-book accounting for any subsequent change of the school establishment.

*63¹. A log-book must be kept in each united school (Article 141 *b*).

SECTION II.

Teachers referred to in the preceding Section.

64. The recognized classes of teachers are,—(*a.*) Certificated teachers. (*b.*) Pupil-teachers. (*c.*) Assistant teachers.

65. Lay persons alone can be recognized as teachers in elementary schools.

Certificated Teachers.

66. Teachers, in order to obtain certificates, must be examined (Article 130), and must undergo probation by actual service in school (Articles 73, 74).

67. Certificates are of four classes. The fourth (lowest) class consists of an upper and a lower grade (Article 131), and includes special certificates for teachers of infants (Article 122). No certificate is issued above the fourth class. Certificates are raised to the higher classes by good service only (Article 78).

Examination.

68. Teachers are examined for certificates as means of distributing the Parliamentary grant to schools. The examination is not open to candidates for professional diplomas only.

69. Examinations are held in December of each year at the several training schools under inspection (Articles 119

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

and 128). The relative proficiency of the candidates according to examination is recorded upon their certificates, but does not affect the class of them (Article 67).

70. A syllabus, for male and female candidates respectively, of the course of study, may be had on application to the Committee of Council.

71. The names of teachers desiring to be examined must be notified by the managers of their schools to the Committee of Council before the 1st day of November preceding the examination.

72. Candidates admissible to be examined for certificates must be,—

(*a.*) Students in normal schools under inspection (Articles 94, 119, and 120–1); *or*,

(*b.*) Teachers who, besides satisfying Articles 68 and 71, are upwards of 22 years of age, and have either—

1. completed an engagement as pupil-teacher satisfactorily; *or*,
2. obtained at least two favourable reports with an interval of one year between them upon the school in which they are still employed.

Probation.

73. Candidates for certificates, after successfully passing their examination, undergo probation (*that is to say*), they must, as teachers continuously engaged in the same schools, obtain two favourable reports from the inspector, with an interval of one year between them; and, if the first of these reports be not preceded by service of three months (at the least) since the examination, a third report, at an interval of one year after the second report, is required.

74. One favourable report is sufficient after the examination, if the candidate, being continuously engaged in the same school, has obtained two favourable reports in consecutive years immediately preceding the examination.

74[1]. The inspector reports of each school visited by him whether it is efficient in organization, discipline and instruction.

75. Teachers under probation (Articles 73–4) satisfy the conditions which require that schools be kept by certificated teachers.

Revision.

76. If the second (or third) report is favourable, a certificate of the fourth class is issued, and remains in force

(unless recalled under Articles 74[1] and 79) for the next five years; after which interval, it is open to revision, according to the intermediate annual reports; and so on after each further period of five years until the first class is reached.

77. No teacher who has changed more than once from one school to another during the five years preceding revision can be advanced to a higher class.

78. Re-examination is not permitted to candidates once passed, unless they fall under Article 131.

Concurrence of Managers.

79. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

*80.

Pupil-teachers.

81. Pupil-teachers are boys or girls employed to serve in a school under inspection on the following conditions, namely:—

(*a.*) *That the school* is reported by Her Majesty's Inspector to be—

1. Under a duly certificated master or mistress (Articles 67 and 131).
2. Held in suitable premises.
3. Well furnished, and well supplied with books and apparatus.
4. Divided into classes, and skilfully instructed.
5. Under good discipline.
6. Likely to be maintained during the period of engagement.

(*b.*) *That the pupil-teachers* be not less than 13 years (completed) of age at the date (*see marginal note* 6) of their engagement.

(*c.*) Be of the same sex as the principal teacher of the school, or department of a school, in which they are employed; but in mixed schools, or departments of schools, under a master and mistress, female pupil-teachers may receive instruction out of school-hours from the master, on condition that the mistress be invariably present during the whole time that the lessons are being given by the master, who must be

* Retained in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

husband, father, son, or brother of the mistress, and not both young and unmarried.

(*d.*) Be presented to the inspector for examination at the time and place fixed by his notice (Article 16).

(*e.*) Pass the examinations and produce the certificates specified in Article 88.

(*f.*) *That the managers* enter into an agreement in the following terms :—

To be stamped with a stamp of 2s. 6d.

MEMORANDUM OF AGREEMENT between

[1] Names, &c. in full of a quorum of the managers.

[1] _____

_____ herein-after called *the managers*, on behalf of the Managers of the _____ School and

[2] Names, &c. in full of father or other surety of the assistant.

[2] _____ herein-after called *the surety*

[3] Father, or as the case may be.

the[3] _____ of

[4] Name in full of the pupil-teacher.

[4] _____ herein-after called *the pupil-teacher.*

The said managers, for themselves, their executors, administrators, and assigns, agree with the said surety, h[5] executors, administrators, and assigns, as follows :

[5] His or her.

1. The said managers agree to engage the said pupil-teacher to serve under a certificated teacher during the usual school hours in keeping and teaching the said school, but so that the said pupil-teacher shall not be obliged to serve therein more than six hours upon any one day, nor more than 30 hours in any one week. Sunday is expressly excluded from this engagement, and all duties intended to be performed by the pupil-teacher on that day are left to be separately agreed upon.

[6] The month defined by Article 16.

[7] Preceding month.

[8] Five full years; or any less number of years, not under two, provided (*a.*) that the candidate has passed for admission the examination fixed for a later year in proportion to the reduced term of service; and provided also (*b.*) that the end of the reduced term of service fall beyond the candidate's 19th year (completed).

2. This engagement shall begin on the first day of [6] _____ 186__, and shall end on the last day of [7] _____ 18[8]__, but if the said pupil-teacher shall, with the consent of the other parties hereto, attend one of the examinations held by Her Majesty's inspectors of schools for admission into Normal schools in December next preceding the last-mentioned date, this

engagement may end on the 31st day of the said month of December.

3. The said pupil-teacher shall be paid as wages[9] _____ per[10] _____ in the first year, and this sum shall be increased by[9] _____ per[10] _____ in each subsequent year of the engagement, but such increase may be stopped at the discretion of the managers of the said school for the time being for the unexpired remainder of any year after receipt of notice from the Committee of Council that the said pupil-teacher has failed to pass the examination, or to fulfil the other conditions, of a pupil-teacher according to the standard of the preceding year as prescribed in the Articles of the Code of the said Committee applicable to the case.

[9] The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.

[10] Week, or as the parties may agree.

4. The said pupil-teacher either while the school is not being held, or as one of the scholars (if any) attending the school for instruction in the evening, shall receive, without charge, from the certificated teacher of the said school for the time being, special instruction during five hours per week, of which hours not more than two shall be part of the same day. Such special instruction shall be in the subjects in which the said pupil-teacher is next to be examined pursuant to the said Articles.

5. The said pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind respectively; and this engagement shall be terminable on either side by a written notice of six months, or in lieu of such notice, by the payment on either side of 3*l.* in the first year, 4*l.* in the second, and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as a debt by the party entitled to receive it, and to be over and above the

settlement of all other accounts between the parties.

6. The said pupil-teacher enters into this engagement freely and voluntarily on h[5]_____own part, and with the privity and consent of the said surety.

7. The said surety agrees with the said managers, their executors, administrators, and assigns, to clothe, feed, lodge, and watch over the said pupil-teacher during the continuance of this engagement in a manner befitting the same.

Signed[11] this___day of_____

_____in the presence of_____

_____in the presence of_____

_____in the presence of_____

[11] All the parties named must sign, but need not do so together. Each signature should be written in a separate line, and must be attested by that of a witness who sees it made. The same witness may attest more than one signature.

N.B.—This agreement should be deposited with the school papers (Article 55). The surety should have either an executed duplicate (which requires a second stamp), or at least a certified copy. The agreement exists only between the persons who sign it. If any of them are changed (*by removal of managers, or otherwise*), forms and instructions for a new agreement (with stamp) may be obtained upon application (Article 21) to the Committee of Council.

82. The Committee of Council on Education is not a party to the engagement, and confines itself to ascertaining, on the admission of the pupil-teacher and at the end of each year of the service—

(*a.*) Whether the prescribed examination is passed before the inspector.

(*b*). Whether the prescribed certificates are produced from the managers.

83. Whatever other questions arise upon the engagement may be referred to the Committee of Council on Education (provided that all the parties agree in writing to be bound by the decision of Their Lordships as final), but, otherwise, must be settled like any other matter of hiring or contract.

84. Vacancies in the office of pupil-teacher, however occasioned, which occur in the course of any year (Article 17), must not be filled up until after the next examination by the inspector. In the meantime, the candidate or candidates must be engaged by the week only as monitors,

	1. Health.	Certificates of Character and Conduct. 2. In Church of England Schools.	3. In Schools not being Church of England Schools.	4. Reading.	5. English Grammar. *[After Standard, Latin Grammar, as alternative.]*	6. Writing and Composition.	7. Arithmetic and Mathematics.		8. Geography.	9. History.	10. Teaching.*	11. Drawing. *Where suitable Minute of Instruction exist.*	12. Music.	Religious Knowledge. 13. In Church of England Schools, the Catechism and Liturgy assisting in the Examination.	14. In Schools in Scotland.	15. In Schools where the Managers are not desirous of ceasing under the Obligation of giving the Religious Instruction set forth in the Two preceding Columns.	16. In Schools where the Managers object on Religious Grounds to Inspection. In give any Certificate concerning the Religious State of their Schools.
88.	Sundries. *Etc., extract, structure, proper insertion of the eight or nine, and the ten, of the teeth; utterance and pleasure, or the loss of a voice or lip, or the presence of a stammer or natural cleft or lip, curvature of the spine, hereditary tendency to insanity, or any constitutional infirmity of body or mind likely to be a positive disqualification to candidature for the office of pupil-teacher.*																
For Admission.	A medical certificate that candidate is not subject to any infirmity likely to interfere with profession of teacher.	A certificate from the clergyman and manager that the moral character of the candidate and their families is satisfactory, and that the candidate has the necessary attention and intelligence. The school will be awarded by their own efforts, and the example or influence of their parents.		To read with fluency, ease, and expression.	To point out the parts of speech in a simple sentence.	To write from dictation and to be able to write hand, with correct spelling and punctuation, a practice of simple prose.	To write from dictation in the first four rules of arithmetic, simple and compound, and to work them correctly, and to know the tables of weights and measures.		To have an elementary knowledge of geography.	-	To teach a junior class in the subjects of instruction.	-	-	To repeat the Church Catechism, and to show that he understands its meaning, and can expound with the outlines of Scripture History.	To repeat the Assembly's Shorter Catechism, and to show that he understands its meaning, and can expound with the outlines of Scripture History.	To produce a certificate of the character of the school from the minister of the congregation to which the candidate is satisfactory to them.	No annual certificate are required, but in case have appeared to be unsatisfactory the conditions of Article 8.
							Male Pupil-teachers.	Female Pupil-teachers.									
End of 1st Year	Certificate from medical practitioner that candidate has not suffered any failure of health likely to be incapacitate for profession of teacher.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress. 3. Certificate from the clergyman that they have been attentive to their religious duties.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress. 3. Certificate from the managers that they have been attentive to their religious duties; but this certificate is not required if the managers or religious groups certificate is given by each of the candidates. The conditions of Article 8.	Improved articulation and expression in reading.	The nouns, verb, and adjective, with their relations in a simple sentence. *[As an alternative exercise, the regular declensions of Latin nouns, and the present tense of the verb sum of the Latin conjugations.]*	To write from memory the substance of a passage of simple prose, and to write with ordinary quickness.	Practice and proportion.	Practice and bills of parcels.	The British Isles. [Maps to be drawn in this and the following years.]	-	To give a class a reading lesson, and to examine it on the meaning of what has been read.	1. The exercises may be worked in a more thorough and the years of apprenticeship. 2. Pupil-teachers may study and be examined in March or in October at any of the drawing schools in connexion with the Department of Science and Art. 4. Pupil-teachers attending a school may at such drawing schools be examined by the inspector who attends the school in which they are apprenticed and the master or any such drawing school to be accounted for the annual there. 5. An annual examination in drawing is also held in November at each of the drawing schools in connexion with the Department of Science and Art.	Singers of notes and rests. Staves. Three-Part-Songs on the treble clefs.	The Holy Scriptures, and Catechism, and Liturgy, and the Assembly's Shorter Catechism, as in the preceding year.	The Holy Scriptures and the Assembly's Shorter Catechism, as in the preceding year.	Same as above.	-
End of 2nd Year.	Same as at end of first year.	Same as above.	Same as above.	Improved articulation and expression in reading.	The pronoun, adjective, and preposition; with their relations in a simple sentence. *[As an alternative exercise, the regular declensions of Latin adjectives, and the Latin pronouns.]*	To write as above, and to be able to repeat 20 consecutive lines of a secular character from memory. [The standard English poem selected by the manager, with punctuation and expression and meaning.]	Vulgar fractions.	Proportion	Europe and ancient Palestine.	-	To examine a class in the rudiments of grammar and geography, arithmetic and drawing as exercised in the class of the previous year, in order, and to arithmetic, without mistakes.	-	Dotted notes and rests. Time, various kinds of. Equivalents of. Diatonic scale.	The Holy Scriptures, Catechism, and Catechism, and Liturgy, and the Assembly's Shorter Catechism, as in the preceding year.	The Holy Scriptures and the Assembly's Shorter Catechism, as in the preceding year.	Same as above.	-
End of 3rd Year.	Same as at end of first year, but from medical practitioner.	Same as above.	Same as above.	Improved articulation and expression in reading.	The conjunction with the analysis of simple sentences. *[As an alternative exercise, the conjugation of Latin regular verbs (active and passive), and of the verb sum.]*	To write memory, on a subject selected by the inspector; and to be able to repeat as consecutive lines of a secular character from memory from some standard writer or from the lesson selected by the inspector, with punctuation and expression and knowledge of the meaning.	Decimal fractions, and Reduction, Book I., to the end of Compound Proportion.	Vulgar fractions.	The rudiments.	The succession of the English Sovereigns from the reign of Egbert, with dates, to the present time. *[In Scotland, if preferred, the succession of Scottish Sovereigns from Alexander III. may be substituted for the English Sovereigns according to James I.]*	To manage and examine the second class in grammar, geography, and mental arithmetic.	To manage and examine the first class in grammar, geography, and mental arithmetic, and to give a lesson in two or three classes grouped together.	6. For detailed information as to the subjects for the course of the examination, and the places and times of examination, apply by letter to the Secretary, Department of Science and Art, South Kensington, London, W. Candidates for examination in drawing cannot be examined on the occasion of the inspector's visit.	Intervals. Sharps and flats. Accidentals. Intervals.	More fully in the Holy Scriptures, Liturgy, and Catechism.	More fully in the Holy Scriptures and the Assembly's Shorter Catechism.	Same as above.	-
End of 4th Year.	Same as at end of first year.	Same as above.	Same as above.	Improved articulation and expression in reading.	Recapitulation of the preceding exercises, and to know the meaning in English of the Latin prepositions. *[As an alternative exercise, the conjugation of the verbs possum, velle, and the concords.]*	To write as account of the organization of the school, and of the methods of its instruction used; and to be able to repeat 100 lines from the preceding lessons of the same kind as at the end of the 3d year, with correct expression and knowledge of the meaning.	Euclid, Book I., to the end of Prop. XXVIth Proposition. Application of the four rules, and simplification of preceding rules to Arithmetic.	Decimal fractions.	Asia and Africa.	Outlines of British history from the accession of Henry VII.	To manage and examine the first class in grammar, geography, and mental arithmetic, and to give a lesson in two or three classes grouped together.	-	Places of notes on the bass stave. Major and minor scales. Common chords formed in music.	More fully in the Holy Scriptures, Liturgy, and Catechism.	More fully in the Holy Scriptures and the Assembly's Shorter Catechism.	Same as above.	-
End of 5th Year	Same as at end of first year.	Same as above.	Same as above.	Improved articulation and expression in reading.	Recapitulation of the preceding exercises, and to write an original composition on some subject to be selected by the inspector within the range of this Table, and to be able to repeat (including the former) 40 lines from the same prose standard as at the end of the 3d year, with correct expression and knowledge of the meaning.	Euclid, Book I., and easy examples of the application of preceding rules to Arithmetic, and Algebra.	Reception-halves of the preceding rules.	America and the ocean.	Outlines of British history from the accession of Henry VII. to the present time.	To give a gallery lesson on the first division of the class in any subject selected by the inspector.	-	Transposition. Alto and tenor clefs. Recapitulation of preceding exercises.	More completely in the Holy Scriptures, Liturgy, and Catechism.	More completely in the Holy Scriptures, and the Assembly's Shorter Catechism.	Same as above.	-

* See note § 1, *supra*, p. 24.

and the memorandum of agreement, Article 81 (*f*), must not be executed until after notice from the Committee of Council (Article 62) to the managers that the conditions of admission to pupil-teachership are fulfilled in each case.

85. Temporary monitors engaged by the week, pursuant to Article 84, for the supply of vacant pupil-teacherships during a current year (Article 17), satisfy Article 52 (*b*), provided that—

(*a.*) A sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the inspector's next examination for admission (Article 88) to permanent engagements; and—

(*b.*) The vacancies have not been occasioned by voluntary causes (*i.e.*, causes for which any of the parties to the agreement can be held responsible) before the fourth year's examination has been passed.

86. Except in the cases provided for by Article 85, each vacancy in a pupil-teachership during a current year (Article 17) works a forfeiture under Article 52 (*b*).

87. The qualifications and certificates required of candidates for admission and of pupil-teachers in each year of their service are regulated by the following Table.

88. [See opposite.]

89. Female pupil-teachers, before admission to apprenticeship, must produce a written attestation from the schoolmistress and managers that they possess reasonable competency as sempstresses; and, at the annual examinations, must bring certified specimens of plain needlework to the inspector, together with a statement from the schoolmistress specifying whether they have been receiving practical instruction in any other kind of domestic industry. The inspector, at the time of examination, or afterwards, will obtain the opinion of some competent person upon the merit of the needlework.

Pupil-teachers who have successfully completed their Apprenticeship.

90. At the close of the apprenticeship pupil-teachers are perfectly free in the choice of employment. Any person properly interested in knowing the character of a pupil-teacher may apply to the Committee of Council for a testimonial, declaring that the pupil-teacher has successfully completed an apprenticeship; or the pupil-teacher, if willing to continue in the work of education, may become an assistant in an elementary school (Article 91), or may be

examined as a candidate for admission into a normal school (Articles 103–111), or may be provisionally certificated for immediate service in charge of small rural schools (Articles 132, 133).

*90[1]. The managers of schools, wherein it appears from the inspector's last report that the number of teachers throughout the year (Article 17) has been sufficient to satisfy Article 54, *a*, may claim grants,—

1. At the rate of 10*l.* for every male pupil-teacher admitted (Articles 105–110) into a normal school from candidates placed by examination in the first class, and 5*l.* for every male pupil-teacher so admitted from candidates placed in the second class; also
2. For every male pupil-teacher who, having been admitted (Articles 105–110) into a normal school, is at the end of his first year's residence placed in the first or second division (Articles 119, 121, 102[3]); viz., 8*l.* for every such pupil-teacher placed in the first division, and 5*l.* for every such pupil-teacher placed in the second division of students.

Assistant Teachers.

91. Pupil-teachers who can be certified, pursuant to Article 90, to have completed their apprenticeship with credit, may serve as assistants in schools in place of pupil-teachers, without being required to be annually examined. But such assistants cease to fulfil the conditions of Article 52 (*b*), if at any time the inspector reports them to be inefficient teachers, or if they fail to produce from the managers, and from the principal teacher, of their school, the same certificates of conduct, attention to duty, and obedience, as are required from pupil-teachers.

92. Vacancies caused by the withdrawal of assistants in the course of any school year (Article 17) must be supplied by the appointment of temporary monitors, pursuant to Articles 84, 85; but if another assistant, qualified according to Article 91, be appointed before the inspector's next examination, the temporary monitors who preceded such appointment are not required to be examined.

93. Assistants are left entirely at liberty to make their own terms with their employers, both as to hours and wages.

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* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

SECTION III.

ENDOWMENTS.

*93[1]. An endowed school is one deriving income from property inalienably appropriated to it, or to education.

*93[2]. Endowed schools, in order to be admissible to receive either grants or inspection, must fulfil the conditions of Articles 4, 6, and 8.

*93[3]. Annual grants (Article 40) to endowed schools are reduced by the amounts of their income (Article 52, *d*) from endowment; but the reduction is suspended as long as the grant and the endowment together do not make a total sum exceeding the rate of 15*s.* per scholar according to the average number in attendance in the year defined by Article 17 (*Article 53[1]).

PART II.

NORMAL SCHOOLS.

SECTION I.

94. A Normal school includes—

(*a.*) A college, for boarding, lodging, and instructing candidates for the office of teacher in schools for the labouring classes; and

(*b.*) A practising department, in which such candidates may learn the exercise of their profession.

95. No grant is made to a Normal school unless the Committee of Council is satisfied with the premises, management, and staff.

96. No grant is made for building, enlarging, improving, or fitting up the premises of Normal schools.

SECTION II.

Grants to Normal Schools.

97. To the practising departments (Article 94, *b*), the same annual grants (Article 40) are made as to other elementary schools fulfilling the conditions of Articles 4, 6, and 8.

98. To the colleges (Article 94, *a*), annual grants are made of 100*l.*, in five successive payments of 20*l.* per annum for every master, and of 70*l.* in five successive payments of

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* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

14*l.* per annum for every mistress who, having been trained in them, during two years, has, since December 1862,—

(*a.*) completed the prescribed period of probation (Articles 73–6), and become qualified to receive a certificate in a school fulfilling the conditions of Articles 4, 6, and 8, or 94; *or*

(*b.*) been reported by the proper department in each case to have completed a like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial Schools, or Certified Reformatories.

99. Masters and mistresses who have been trained for one year only may obtain certificates after probation (Articles 73–6), or may be reported by the proper department (Article 98, *b*), upon the same terms as others; and five annual grants, of half the amount specified in Article 98, may be made for them to the colleges in which they were trained, provided—

(*a.*) they completed their training before 1st January 1864; *or*

(*b.*) are teachers of infants, having—

1. received a complete and special course of training for that service in their colleges, which must have been previously recognized by the Committee of Council as providing such a course; and
2. undergone their probation (Articles 73–6) in infant schools.

100. The annual grant to each college in 1869 consists of 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher who, having been trained in it during two years, or during one year conformably to Article 99 (*a*), has, within the five years 1864–8, become qualified, or been reported, as required by Article 98, or 99 (*b*).

101. In 1870, the year 1864 of the five years 1864–8 will be replaced by the year 1869.

102. The annual grant to each college must not exceed—

(*a.*) 75 per cent. of the expenditure, certified in such manner as their Lordships may from time to time see fit to require, of the last preceding year; or such proportionately larger sum as Article 102[7] may allow.

(*b.*) 50*l.* for each male student, and 35*l.* for each female student, in residence respectively, for continuous training throughout the year in which it is being paid.

*102[1]. The number of students in continuous training must not exceed,—

(*a.*) *In England and Wales,* the number of students for whom accommodation was provided in 1862.

(*b.*) *In Scotland,* the actual number in training in 1862.

*102[2]. The sum payable in each year, conformably to Article 102, is ascertained in *January;* and out of this ascertained sum an instalment is paid for students examined in the *preceding December* (Article 119), according to the scale set forth in Article 102[3], as soon as the result of that examination has been declared. The remainder of the said ascertained sum is paid in equal parts on 31 March, 30 June, 30 September, and 31 December.

*102[3]. The instalments payable under Article 102[2] in respect of each student examined are determined according to the following scale:—

At the End of	For Candidate placed by Examination in each Division.	Instalment to be allowed to College (*in the Case of Females, Two-thirds of these Sums*). £	s.	d.
First year's residence	1	20	0	0
	2	16	0	0
	3	13	0	0
	4	13	0	0
Second year's residence	1	24	0	0
	2	20	0	0
	3	16	0	0
	4	16	0	0

*102[4]. The payments in respect of students examined in December, as set forth in Article 102[3], are paid although the College may not be re-opened in the following year.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

*102[5]. An account is kept from year to year in the following form:—

1. Year.	2. Name of College.	3. Credit balance carried forward from column 9 in last year's account.	4. Value of Certificates under Article 98.	5. Amount of certified Expenditure in Year preceding Grant.	6. Maximum Grant payable at 75 per cent. of Expenditure of preceding Year.	7. Maximum Grant payable at £ per Student.	8. Grant actually paid, being the sum of columns 3 and 4, provided such sum do not exceed the least of the two sums in columns 6 and 7.	9. Credit balance (if any), being excess of sum of columns 3 and 4 over sum in 8.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.

*102[6].

*102[7]. The amount appearing in column 5 is increased proportionately to any increase in the number of students (Article 107) resident for continuous training (Article 120) throughout the year in which the grant is being paid. The increased number of students must not exceed the maximum defined by Article 102[1].

SECTION III.

Admission into Normal Schools.

103. A competitive examination of candidates for admission into each normal school is annually held at it in December, by one or more of the inspectors during the week following the examination for certificates (Article 119).

104. The examination extends to the subjects required at the end of a pupil-teacher's apprenticeship (Article 88).

105. The candidates are selected, and admitted to the examination, by the authorities of each normal school on their own responsibility, subject to no other conditions, on the part of the Committee of Council, than that the candidates—

(*a.*) intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Articles 4, 6, and 8, or 94, or 98, *b*;

(*b.*) having been pupil-teachers (Article 81), have successfully completed their apprenticeship; *or*

(*c.*) not having been pupil-teachers (Article 81), are more than 18 years old.

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of such articles as are not substantially altered.

106. All candidates who obtain the minimum number of marks are arranged in two classes in order of merit, irrespectively of their having been pupil-teachers or not.

107. The authorities of each normal school may propose to the Education Department for admission any candidate declared to be admissible pursuant to Article 106.

*108.

109. Before candidates are admitted—

(*a.*) The medical officer of the normal school must certify the state of their health to be satisfactory, and whether they are free from bodily lameness, defect, or deformity; and,

(*b.*) They must sign a declaration signifying their intention conformably to Article 105.

110. The authorities of each College settle their own terms of admission.

111. Upon proof by the authorities of any College that candidates have not fulfilled the conditions set forth in Articles 98–9, contrary to a declaration signed by them on admission into the College, the Committee of Council will refuse to grant teachers' certificates (Article 76) to such candidates, or to admit them to probation for certificates (Articles 73–5).

*112–118.

SECTION IV.

Examination of Candidates admitted into Normal Schools.

119. An examination of the resident students is held in December at the several Colleges in the week preceding the examination for admission (Article 103). The day fixed for the commencement of this examination is printed on the syllabus (Article 70) from year to year.

120. No student may be presented for examination except such as, at the date of their admission, satisfied Article 105, and have been resident throughout the whole year. No such student may be left out.

121. The students have a different examination according as they are males or females, or are at the end of a first or second year of residence.

122. The first year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass

* Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

in these subjects, and complete their probation (Articles 73–6,) in schools for infants, receive special mention thereof (*stamp*) on their certificates.

*123, 124.

125. At the end of the first year's residence, students who fall into the fourth division (Article 102[3]), are required to take up the first year's subjects again (viz., at the end of the second year), but in such cases the instalments to the College, and the certificates which the students may obtain as teachers (Article 76), are respectively at the rate (Article 102[3]) and in the form (Article 130) of the first year.

126. The principal is at liberty, by notice in writing to the Committee of Council before 30th June in each year, to designate any student who may have appeared in the third division at the end of the previous (first) year's residence, as proper to be examined again upon the same terms as the students included in the fourth division; but such designation on the part of the principal does not affect the privileges attached to the student's rank in the previous examination.

*127.

Section V.

Use made of Examinations in Normal Schools for awarding Teachers' Certificates.

128. Teachers qualified to be examined for certificates, according to Articles 68, 71, and 72, receive notice to attend the examination held pursuant to Article 119.

129. Teachers attending examinations pursuant to Article 128 may, at their option, take the papers of the first or second years' students (Article 121).

130. No candidate (Article 72) can obtain a teacher's certificate without passing one of these examinations, but the order of the candidates according to examination, except the fourth division (Article 131), is honorary (Articles 67 and 69).

Students who pass successfully through two years of training in normal schools receive special mention thereof (*stamp*) on their certificates.

131. Candidates (whether students or acting teachers), who are placed by examination in the fourth division (Article 102[3]), receive their certificates in the lower grade of the fourth class (Article 67). Such teachers are not recognized under Article 81*a*, for the superintendence of

* Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

pupil-teachers until they have risen to a higher certificate, either by re-examination (Article 78) or good service (Articles 76–7).

*131[1]. All teachers at present *registered as competent to instruct pupil-teachers* are included in the fourth class, upper grade, of certificated teachers; all *other registered teachers*, and all *scheduled students acting as teachers*, are included in the fourth class, lower grade.

PART III.

SPECIAL PROVISIONS.

SECTION I.

Small Rural Schools.

132. Pupil-teachers who fulfil the conditions of Article 90, may, upon special recommendation by the Inspector, and upon consideration of their last examination papers, be provisionally certified in the lower grade of the fourth class (Article 131) for immediate service in charge of small rural schools (Article 133), but after their 25th year of age (completed) their provisional certificates must have been exchanged for permanent certificates (Article 66), or are *ipso facto* cancelled.

*132[1]. The provisional certificate (Article 132) is confined to an entry of the pupil-teacher's name in a register kept by the Committee of Council on Education, and does not involve the issue of any certificate to the pupil-teacher.

133. Small rural schools—

(*a.*) Must not contain more than 1,200 square feet of superficial area in the whole of the school-rooms and class-rooms; or

(*b.*) Must not have an annual average attendance of more than 100 scholars.

134. (The Article formerly 134 is now 131[1], which see above.) Schools having an average annual attendance of more than 89 scholars are not exempted by Article 133 from Article 52, *b*.

135. Any number of schools fulfilling the conditions of Articles 4, 6, and 8,

(*a.*) Not being less than *two*, nor more than *six*;

(*b.*) Of which no one has within *one and a half* miles of it, a population of more than *five hundred*;

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

(*c.*) Of which the aggregate number of scholars is not less than *forty* (annual average); and

(*d.*) Of which each has its own resident teacher;—

may be united under the superintendence of one certificated master or mistress, who must spend *two* clear hours at the least in each week at each school during its ordinary time of meeting, or, if the number of united schools be less than *six*, such longer time per week as *twelve* hours divided among the united schools will give to each.

136. The resident teacher of each of the united schools is not required to be certificated.

137. The superintending teacher must have been trained for two years in a Normal school (Article 94) under Government inspection, must have been placed not lower than the third division in the examination (Articles 119–121) at the end of the second year, and must have received a certificate after the usual probationary service (Articles 73 and 76).

138. The day scholars of all the united schools must be assembled once per annum, with their resident and superintending teachers, at some school-room under inspection, for examination by one of Her Majesty's inspectors, in the same manner as if they formed one school (Articles 16, 17).

*138[1]. The resident teachers (Article 135, *d*) must bring with them (Article 138) their school registers, their log-books (Article 140), and the examination schedules, duly filled up and signed, of their several schools.

*138[2]. Children under six years of age, who are qualified by attendance for the grant under Article 40, *b*, 2, must be entered in the schedules, but they need not appear in person at this examination, but will be inspected at their several schools (Article 140).

Children (of whatever age), who have not attended often enough (200 times) to be entered in the schedules, need not appear at this examination, but will be inspected at their several schools (Article 140).

139. The whole of the united schools must be represented by one official correspondent, and by one treasurer for the receipt of annual grants (Article 40).

140. The inspector, before or after examining (Article 138) the children, visits the several schools and makes a special report upon each of them. If he reports (*inter alia*)

* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

that Article 40, *b*, 2 is not satisfied in regard to the infants (Article *138[2]), the grant for them in that school is withheld.

141. Articles 38–63[1], 74[1], and 79 apply, in all respects not specially excepted, to each united school, but

(*a*.) pupil-teachers cannot be apprenticed (Article 81) in them (Article 136); and

(*b*.) the superintending (Article 137) as well as the resident (Article 135 *d*) teacher must join in keeping the log-book (Articles 56–63[1]) of each united school.

SECTION II.

Evening Scholars.

142. The managers of any school to which annual inspection has already been promised (Article 16) may apply in writing to the Committee of Council on Education, to be furnished with printed papers and instructions for holding an examination of their evening scholars (Articles 38, 39).

*142[1]. Only one examination per annum of evening scholars is held in the same school, and it may be held at any time of the year, provided that, between any two of such examinations, there intervene—

(*a*) the inspector's annual visit (Article 17); and also

(*b*) forty, or more, meetings of the school in the evening (Article 40 *a*).

143. The applicants must pledge themselves that (exclusively of all teachers of the candidates) at least two managers—or, if only one manager, then such manager, and at least one other responsible person—shall be present during the whole of the examination, and shall conduct it in every respect according to the instructions accompanying the examination papers.

144. The examination papers are sent under an official seal, and must not be unsealed except in the examination room, and in the presence of the candidates immediately about to use them.

145. The written exercises, all of which must be upon paper, having been securely sealed up in the presence of the candidates before leaving the examination room, under the seals of the two persons holding the examination, must be

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* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

forwarded, by the next post, to the Education Department, and transmitted thence to the inspector of the school.

146. The exercises of the evening scholars transmitted to the inspector are not returned by him to the Committee of Council except as part of his next annual report on the whole school (Article 16), and the grant for the examination of the evening scholars is not paid except as part of the next annual grant to the whole school (Article 17).

†147.

148. In order to ensure the presence of a responsible manager to receive the examination papers, the managers of each school, in which a special examination of evening scholars is to be held, must renew their application (Article 142) every year to the Committee of Council. The day fixed for the examination must allow the interval required by Article *142[1].

149. The inspector of the school is at liberty to attend, without notice, at the time fixed for the examination (Article 142), and to hold it in person.

CHAPTER III.

REVISION OF CODE.

150. The Committee of Council on Education, in the course of each year, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and laid on the Table of both Houses for at least one calendar month.

151. In January of each year the Code shall be printed in such a form as to show separately all articles cancelled or modified, and all new articles, since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

(Signed) de GREY AND RIPON,
Lord President of the Council.

WILLIAM EDWARD FORSTER,
Vice-President of the Committee of Council on Education.

Council Office, 31 January 1869.

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* Thus numbered, in order to preserve (for purposes of reference and quotation) the numbering of articles not substantially altered.

† Retained, in order to preserve (for purposes of reference and quotation) the numbering of those articles which are not substantially altered.

APPENDIX I.

Showing separately (for 1869) all ARTICLES cancelled or modified, and all new ARTICLES.

Articles in the Code of 1868 which are cancelled or modified in the Code of 1869.	New Articles in the Code of 1869.
46.* Every scholar for whom the grants dependent upon examination are claimed (Article 40, *b* 1, and *c*,) must either— (*a.*) Be examined according to one of the following standards (Article 48), and, except evening scholars, not be presented for examination a second time according to the same or a lower standard;* or (*b.*) After having been presented for examination in Standard VI. must satisfy the inspector in some specific subject of secular instruction, provided for in the time tables of the school in use throughout the past year (Article 17), beyond Standard VI.	46. Every scholar for whom the grants dependent upon examination are paid (Article 40, *b* 1, and *c*,) must satisfy the inspector either— (*a.*) According to one of the following standards (Article 48); or (*b.*) In some specific subject of secular instruction, provided for in the time tables of the school in use throughout the *past year* (Article 17), beyond Standard VI. 46[1]. No scholar attending in the morning or afternoon may be presented a second time for examination— (*a.*) Under the same or a lower standard (Article 46, *a*); nor (*b.*) Beyond Standard VI. (Article 46, *b*).† 46[2]. Articles 46, *b*,§ and 46[1], *a*. do not apply to evening scholars.
51. (*d.*) If the registers and accounts be not kept with sufficient accuracy to warrant confidence in the returns.	(51). (*d.*) If the registers, accounts, and certificates (Articles 79 and 88, *columns* 2–3) ‖ do not warrant confidence.
54. (*a.*) The number of teachers must have allowed, throughout the past year (Article 17), at least one certificated or one assistant teacher, fulfilling respectively the conditions of Articles 67 and 91–3, for every 80 scholars, or one pupil-teacher fulfilling the conditions of Articles 81–9 for every 40 scholars, after the first 25 of the average number of scholars in attendance.	54. (*a.*) The number of teachers must have allowed, throughout the past year (Article 17), for every 40 or 80, after the first 25, of the average number of scholars in attendance, either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 for every such 80 scholars.¶

* This article has been subdivided in order to make its meaning more clear.

† Gives effect, omitted in edition of Code of 1868, to the words, *for one year*, in paragraph II. of the Minute of 20 February 1867. See *Report of the Committee of Council*, 1866-7, p. xcix.

§ Omission in edition of Code 1868 supplied. See *Report of the Committee of Council*, 1866-7, p. ciii.

‖ Change, confined to making clear the effect of these articles.

¶ Change confined to using the same form of words as in Article 52, *b*.

Articles in the Code of 1868 which are cancelled or modified in the Code of 1869.	New Articles in the Code of 1869.
	74[1]. The inspector reports of each school visited by him whether it is efficient in organization, discipline, and instruction.*
80. The inspector must annually report whether the teacher's school is efficient in organization, discipline, and instruction.	80.**
	88, *column* 10.§§ To teach a junior class to the satisfaction of the inspector. To give a class a reading lesson, and to examine it on the meaning of what has been read. To examine a class in the rudiments of grammar and arithmetic, and during the examination to keep the class attentive, in order, and in activity, without undue noise. To manage and examine the second class in grammar, geography, and mental arithmetic. To manage and examine the first class in grammar, geography, and mental arithmetic, and to give a lesson to two or three classes grouped together. To give a gallery lesson, and to conduct the instruction of the first class in any subject selected by the inspector.
100. The annual grant to each college in 1868 consists of 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher who, having been trained in it during two years, or during one year conformably to Article 99 (*a*), has, within the five years 1863–7, become qualified, or been reported, as required by Article 98, or 99 (*b*).	100. The annual grant to each college in 1869, consists of 20*l.* or 10*l.* (in the case of females 14*l.* or 7*l.*) for each teacher who, having been trained in it during two years, or during one year conformably to Article 99 (*a*), has, within the five years 1864–8, become qualified, or been reported, as required by Article 98, or 99 (*b*).
101. In 1869, the year 1863 of the five years 1863–7 will be replaced by the year 1868.	101. In 1870, the year 1864 of the five years 1864–8 will be replaced by the year 1869.

* In substance Article 80, transferred to context where its connexion with other articles is clearer.

** See note *.

§§ Omission supplied. See *Report of the Committee of Council*, 1846, vol. i. pp. 4-6. Article 88 in former editions of the Revised Code, and the corresponding Article 124 in the Code of 1860, are confined to the literary qualifications of pupil-teachers. In transferring the tabulation of part of the Minutes of 1846 from p. 23 of the Report of the Committee of Council, 1857-8, to the Code of 1860, the line at the top [*inspector will report every year on the progress of the pupil-teacher in the art of teaching*] appears to have been accidentally cut off. The inspectors, however, have continued to report as before upon the practical skill of the pupil-teachers, under a special heading for that purpose in their forms of report, and the omission in the Codes was not noticed before 1868.

Articles in the Code of 1868 which are cancelled or modified in the Code of 1869.

102[5]. An account is kept from year to year in the following form :—

1. Year.	2. Name of College.	3. Value of Certificates under Article 98.	4. Amount of certified Expenditure in Year preceding Grant.	5. Maximum Grant as per Column 3 payable: At 75 per cent. of Expenditure of preceding Year.	6. Maximum Grant as per Column 3 payable: At £ per Student.	7. Grant actually paid.	8. Deficiency under Article 98 to cover Maximum Grant payable.	9. Excess under Article 98 over Maximum Grant payable.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.

102[6]. All sums appearing in column 9 are applied to the payment of the sums appearing in column 8.

105. The candidates are selected, and admitted to the examination, by the authorities of each normal school on their own responsibility, subject to no other conditions than that the candidates—

105. (*b.*) having been pupil-teachers have successfully completed their apprenticeship: *or*

105. (*c.*) not having been pupil-teachers are more than 18 years old.

141. Articles 38–63[1] apply, in all respects not specially excepted, to each united school, but

SUPPLEMENTARY RULE 12.—Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction *less than two hours*, nor attendance at an evening meeting for any scholar who has been under instruction *less than one hour and a half* (Article 41). The Class Registers at each meeting of a school *must be marked and finally closed before* the minimum time constituting an attendance *begins*. The

New Articles in the Code of 1869.

102[5]. An account is kept from year to year in the following form :—

1. Year.	2. Name of College.	3*. Credit balance carried forward from column 9 in last year's account.	4. Value of Certificates under Article 98.	5. Amount of certified Expenditure in year preceding Grant.	6. Maximum Grant payable*: At 75 per cent. of Expenditure of preceding year.	7. Maximum Grant payable*: At £ per Student.	8*. Grant actually paid, being the sum of columns 3 and 4, provided such sum do not exceed the least of the two sums in columns 6 and 7.	9*. Credit balance (if any), being excess of sum of columns 3 and 4 over sum in 8.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.

† 102[6].

105. The candidates are selected, and admitted to the examination, by the authorities of each normal school on their own responsibility, subject to no other conditions, on the part of the Committee of Council,* than that the candidates—

105. (*b.*) having been pupil-teachers (Article 81)* have successfully completed their apprenticeship; *or*

105. (*c.*) not having been pupil-teachers (Article 81)* are more than 18 years old.

141. Articles 38–63[1], 74[1], and 79* apply, in all respects not specially excepted, to each united school, but

SUPPLEMENTARY RULE 12.—Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction *less than two hours*, nor attendance at an evening meet-

* Change confined to making plain the meaning.

† Incorporated with Article 102[5].

Articles in the Code of 1868 which are cancelled or modified in the Code of 1869.	New Articles in the Code of 1869.
inspector will inquire whether this rule has been observed (Article 51, *d*).	ing for any scholar who has been under instruction *less than one hour and a half* (Article 41). The Class Registers at each meeting of a school *must be marked and finally closed before* the minimum time constituting an attendance *begins*. If any child, entered in the register as attending, is withdrawn from school before the time constituting an attendance is complete,§ a note must be made at the time by the class teacher (*e.g.* on a slate, or on the black-board), but the register must not be re-opened for correction before the dismissal of the school. The best mode of correction is, not to cancel the entry, but to write —1 (*minus* one) in the column of the Class Register for "Remarks," referring by a note (*) to the proper square. The inspector will inquire whether these rules have been observed (Article 51, *d*).

APPENDIX II.

SUPPLEMENTARY RULES.

A copy of the following Supplementary Rules is sent to the correspondent of the School by the Inspector at the same time as notice of his visit (Article 16).

Rule 1.—In column II. of the Examination Schedule the names of the qualified scholars must be entered class by class, *beginning* with the *lowest* scholar in the *lowest* class.

Rule 2.—The entries in column VII. must show where one *class* ends and another begins. The number denoting each *class* is to be written only *once;* dots (" ") are to be put for each repetition of it, until the next higher class begins. There must be no intermixture of classes.

Rule 3.—The entries in column VIII *b.* will show where one *standard* ends and another begins. The number denoting each *standard* is to be written only once; dots (" ") are to be put for each repetition of it until the next higher standard begins. There must be no intermixture of standards.†

Rule 4.—The end of each standard in column VIII *b.* *need not* (although, of course, it *may*) coincide with the end of each class in column VII.† Compare the entries

§ *Casus omissus* under Rule as it stood. † See foot note * in page lxxxiv.

opposite to No. 6 who ends a *class*, but not a *standard*; No. 8 who ends a *standard*, but not a *class*; No. 16, who ends *both* a class *and* a standard (this is preferable).

Rule 5.—The managers need not present all the scholars who in each class are qualified for examination by number of attendances; but those whom they present at all must be presented in the classes to which the school registers prove them to belong, unless they fall as "*Exceptions*" under Rule 6.

Rule 6.—The children who, for whatever reason, are presented under a lower standard than that which an examination of the school according to the above rules assigns to their class, must be entered *last* in the schedule under the title of "*Exceptions*;" otherwise they will violate Rule 2 or 3. No child is to be placed among the "*Exceptions*" unless there is some special *excuse* for doing so, such as previous *illness*, &c. Primâ facie, every child who is not fit to be *examined* in its own class has been wrongly placed there *for instruction*.

Rule 7.—The inspector is directed to refuse to examine schools *wherein Rule 2 or 3 is violated*. He will in such cases proceed to inspect the school, and will report to the Committee of Council why he has left column IX. (*his Report on each candidate*) in the examination schedule blank.

Rule 8.—No grant will be paid to a school (not being one for evening scholars or infants only) unless one *class*,—*i.e.*, all who are to be examined as members of one class according to Rule 5,—be presented *at least as high* as standard III.

Rule 9.—A deduction of at least one-tenth will be made from the grant to a school (not being one for evening scholars or infants only) unless one *class*,—*i.e.*, all who are to be examined as members of one class, according to Rule 5,—be presented *above* standard III.

Rule 10.—Entries in column VI. have reference to Article 4 in the Revised Code, and do not exclude children from the grant whose parents, though not supporting themselves by their own manual labour, yet are of the same means and social level as those who do so; such as shopkeepers who have only petty stocks, and employ no one but members of their own family.

The occupation of *all* parents who do *not* support themselves by their own manual labour must be entered in column VI.

A well-marked line (*see* No. 12 in specimen Schedule)* may be drawn under all entries in column VI., which are thought to be fairly within the meaning of Article 4.

A separate list of the names against which these underlined entries are made, with a brief statement of the reasons which have induced the managers to underline them, must be filed with the examination Schedule, and handed to the inspector on the day of his visit.

In determining whether the line may be drawn under the several entries or not, cases of doubt may be resolved according to the answers to one or more of the following inquiries:—

(*a.*) Does A. B. work for himself or for a master? If for himself, does he employ apprentices or journeymen? This will apply to masons, carpenters, tailors, blacksmiths, mariners, fishermen, &c.

The class denoted by Article 4 supports itself by its own manual labour only, and not by profit on the labour of others.

(*b.*) Would it be unreasonable to expect him to pay 9*d.* per week for the schooling of each of his children?

This payment equals about 30*s.* per annum, the estimated cost (Royal Commissioners' Report, page 345) of elementary instruction in a day school.

(*c.*) Does he rank and associate with the working men or with the tradesmen of the place?

Simple policemen, coast-guards, and dock and railway porters may commonly be regarded as labouring men. But

* In the following transcript of part of the Examination Schedule, Columns II., VII., and VIII *b.* are filled up, *by way of example*, according to Rules 2 and 3. Of course, the other Columns must not, *in practice*, be left blank; and the actual numbers, presented in each class, will generally be much larger.

I.	II.	III.	IV.		V.	VI.	VII.	VIII *a.*	VIII *b.*
Number.	NAME.	Age (on next Birthday).	Date of Admission to this School.		Number of Attendances in the Year.	Occupation of Parent. LEAVE BLANK if the Parent supports himself by his own Manual Labour. *In other Cases, make an entry.*	In what class of School; *first* means *highest.*	Under what Standard LAST examined, enter I., II., III., &c. as case may require.	Under what Standard NOW to be examined, enter I., II., III., &c. as case may require.
			Year.	Month.					
1	John Jones						4th.		I.
2	Thomas Peters .						"		"
3	Henry Brown ..						"		"
4	Wm. Robinson .						"		"
5	Thomas Davies .						"		"
6	Robert Finch ..	.....	.....	.....	.....	....	"	.....	"
7	Luke Williams .						3rd.		"
8	Simon Hunt ...	.....	.....	.....	.....	.....	"	.....	"
9	James Short ...						"	I.	II.
10	Richard Rogers						"		"
11	Samuel Grant ..						2nd.		"
12	John Styles	.....	.....	.....	.....	Huckster†	"		III.
13	Henry Pigot....						"	II.	
14	Silas Wills						"		"
15	John Miller						"		"
16	Peter Downes ..	.....	.....	.....	.....	.....	"	.....	IV.
17	Charles Potts ..						1st.	III.	

† *See* Rule 12. ‡ *See* Rule 10.

petty officers in those services, excisemen, pilots, and clerks of various kinds, present more difficulty, and must be judged of according to the answers to the preceding inquiries.

Rule 11.—*To find the average number of scholars in attendance at a school for any period,* ADD TOGETHER the total number of attendances (see Rule 12) marked in the class registers within the period, and DIVIDE the sum BY the number of times which the school has been open within the same period; THE QUOTIENT is the average number in attendance.

This calculation should be made first for *the whole* school, and then *separately* for those scholars only who do *not* fulfil Article 4. See Rule 10, *suprà*. The *divisor* will be the same in both cases.

Rule 12.—Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction *less than two hours,* nor attendance at an evening meeting for any scholar who has been under instruction *less than one hour and a half* (Article 41). The class registers at each meeting of a school *must be marked, and finally closed before* the minimum time constituting an attendance *begins.*

If any child, entered in the Register as attending, is withdrawn from school before the time constituting an attendance is complete, a note must be made at the time by the class teacher (*e.g.* on a slate, or on the black-board), but the Register must not be opened for correction before the dismissal of the school. The best mode of correction is not to cancel the entry, but to write — 1 (*minus* one) in the column of the Class Register for "Remarks," referring by a note (*) to the square.

The inspector will inquire whether these rules have been observed (Article 51, *d*).

Rule 13.—No child's name should be kept on the admission register after a fortnight's continuous absence without inquiry from the parents *whether the child has been withdrawn.* The names of children withdrawn (*whether they are so the answer of their parents will decide*) should be cancelled at once in the registers, and not included in the returns of *Age* and *Stay at School;* but the attendances (if any) opposite to such names in the class registers must be counted under Rule 11, *suprà,* and the whole number of such names must be counted for the return "left in past year."

PAPERS relating to ELEMENTARY EDUCATION presented to PARLIAMENT by the COMMITTEE OF COUNCIL ON EDUCATION, 1868-69.

Report to Her Majesty the Queen in Council, 1867-68; with Appendix. *Command Paper.* [20241.] Price 4*s.* 8*d.*

Revised Code (1869). *Command Paper.* Price 3*d.*

Returns.

Letter and Enclosure addressed by the Secretary of the National School Society to the Secretary of the Committee of the Privy Council on Education. (The Lord President.) H. L. (3.) H. C. 96.—1868-9. Price 1*d.*

Account of Sums expended for Public Education between 31st March 1858 and 1st April 1868. (The Earl Russell.) H. L. (24.)—1868-9. Price ½*d.*; and (28.) Price ½*d.*

Memorials addressed to the Lord President and Vice-President on the part of Lancashire and Cheshire Union of Mechanics' Institutes, the Yorkshire Union of Mechanics' Institutes, and the East Lancashire Union of Mechanics' Institutes, in favour of Grants to the Evening Elementary Classes of Mechanics' Institutions, similar in all respects to those already made to night schools. (Mr. Baines.) H. C. 82.—1869. Price ½*d.*

Preliminary Report by Her Majesty's Inspector, M. Arnold, Esq., on the Normal and Practising Schools of the Congregational Board, at Homerton. (Mr. Baines.) H. C. 86.—1869. Price 2*d.*

Return showing the Parishes in which Alterations have been made in respect of the Number or Accommodation of Schools aided by Parliamentary Grants (in continuation of Paper, No. 114, 1867-8).

*** The above-mentioned Papers may be purchased from Messrs. Eyre and Spottiswoode, Sale Office, House of Lords, and East Harding Street, Fleet Street; or from Mr. Hansard, 32, Abingdon Street, Westminster, and 13, Great Queen Street, Lincoln's Inn Fields.

TABLES.

(No. 1.)

EXPENDITURE FROM EDUCATION GRANTS.

(TABLE A.)—*Classified according to Object of Grant.*

	For Year ended 31 March 1868.	Compared with Year ended 31 March 1867. Increase.	Compared with Year ended 31 March 1867. Decrease.	From 1839 to 31 March 1868.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. In Annual Grants paid for 1867-8, *in Scotland only*, according to the Code of 1860, viz.:				
Grants in Augmentation of the Salaries of Certificated Schoolmasters and Schoolmistresses	32,846 18 5	- - -	1,449 9 1	1,049,885 6 8
Grants to pay the Stipends of Pupil-teachers, and Gratuities to the Schoolmasters and Schoolmistresses instructing them	36,752 17 8	- - -	2,162 18 0	2,731,014 19 2
Stipends to Assistant Teachers	1,061 15 0	- - -	562 8 4	68,825 13 4
Stipends to Teachers in Night Schools	563 11 6	- - -	73 10 11	11,871 19 6
Special Allowances for Drawing	- - -	- - -	153 18 4	9,899 8 0
Grants to Industrial Classes in connexion with Elementary Day Schools	95 2 6	- - -	18 0 8	101,423 16 7
2. Unexpired Pensions	629 3 4	19 3 4	- - -	8,504 15 0
3. In Annual Grants to Elementary Day Schools in England and Wales under the Revised Code, viz.:				
For Day Scholars	416,574 2 0	- - -	8 10 3	1,758,200 15 7
For Evening Scholars	15,019 18 2	1,717 0 9	- - -	48,161 6 11
4. Towards building, enlarging, and furnishing of School premises	26,020 8 0	1,279 1 6	- - -	1,658,862 9 7
5. In Annual Grants to Training Colleges	69,886 6 7	- - -	5,905 18 2	1,192,121 16 0
6. Administration:—	£ s. d.			
For Inspection	53,703 8 5			
For Office in London	21,091 14 10			
Contingencies of Office, viz.:—	£ s. d.			
Extra Copying	3,333 11 0			
Sundry Office disbursements	177 3 10			
	3,510 14 10			
Stamps on Pupil-teachers' Agreements	432 7 6			
Poundage on Post Office Orders	2,240 11 6			
	80,978 17 1	2,546 16 9	- - -	1,072,058 16 9
7. Discontinued:—				
Capitation Grants under the Old Code in England and Wales	- - -	- - -	- - -	473,946 19 2
In Books, Maps, Diagrams, and Scientific Apparatus	- - -	- - -	- - -	52,520 11 2
Payments made from the Vote for Public Education by the Treasury in 1843, 1850, 1853, and 1854	- - -	- - -	- - -	11,604 9 0
Total	£630,429 0 3	5,562 2 4	10,334 13 9	10,248,903 2 5

Expenditure from Education Grants—*continued.*

(Table B.)—*Classified according to Denomination of Recipients.*

	For Year ended 31 March 1868.	Compared with Year ended 31 March 1867. Increase.	Compared with Year ended 31 March 1867. Decrease.	From 1839 to 31 March 1868.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
On Schools connected with—				
Church of England	387,133 15 0	- - -	2,950 3 4	6,056,876 5 2
British and Foreign School Society	66,017 6 1	- - -	443 12 2	925,232 11 1
On Wesleyan Schools	32,611 6 7	476 7 1	- - -	473,362 14 0
On Roman Catholic Schools (England and Wales)	29,751 1 4	1,182 7 2	- - -	376,845 3 4
On Parochial Union Schools	120 0 0	- - -	- - -	77,843 9 9
Scotland: On Schools connected with—				
Established Church	48,572 19 1	- - -	2,738 19 7	670,547 13 11
Free Church	28,365 15 1	- - -	2,390 3 10	493,184 4 3
Episcopal Church	3,717 7 2	- - -	868 8 6	57,181 17 0
Scotland: On Roman Catholic Schools	3,160 12 10	413 5 0	- - -	32,476 3 4
Other Schools	- - -	- - -	- - -	189 14 10
Administration (as in Table A.)	80,978 17 1	2,546 16 9	- - -	1,072,058 16 9
Transferred in 1857 under head of Scientific Apparatus to account of Department of Science and Art, towards the expense of establishing the Educational Division of the Museum at Kensington	- - -	- - -	- - -	1,500 0 0
Payments made from the Vote for Public Education by the Treasury in 1848, 1850, 1853, and 1854	- - -	- - -	- - -	11,604 9 0
Total	£680,429 0 3	4,618 16 0	9,391 7 5	10,248,903 2 5

No. 2.)

TABLE* showing Number of CERTIFICATED TEACHERS *actually employed in teaching*; Number of ASSISTANT TEACHERS appointed under Minute of July 1852; and Number of PUPIL-TEACHERS under Apprenticeship;—(*corrected to* 31 *December* 1868).

	Certificated Teachers.			Assistant Teachers.			Pupil-teachers.																	
							1st Year.			2nd Year.			3rd Year.			4th Year.			5th Year.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
England - -	5,367	5,193	10,560	481	673	1,154	1,301	1,591	2,892	1,136	1,457	2,593	803	1,166	1,969	628	986	1,614	462	752	1,214	4,330	5,952	10,282
Wales -	535	212	747	32	32	64	141	117	258	99	101	200	74	58	132	49	39	88	43	28	71	406	343	749
Isle of Man, and Channel Islands -	35	31	66	1	2	3	8	8	16	15	14	29	6	11	17	5	10	15	6	3	9	40	46	86
Total - -	5,937	5,436	11,373	514	707	1,221	1,450	1,716	3,166	1,250	1,572	2,822	883	1,235	2,118	682	1,035	1,717	511	783	1,294	4,776	6,341	11,117
Scotland - -	1,587	737	2,324	18	2	20	499	217	716	432	251	683	304	218	522	228	170	398	126	106	232	1,589	962	2,551
Total, Great Britain	7,524	6,173	13,697	532	709	1,241	1,949	1,933	3,882	1,682	1,823	3,505	1,187	1,453	2,640	910	1,205	2,115	637	889	1,526	6,365	7,303	13,668

* The numbers in this Table do not correspond with the numbers given in Table No. 1 (*infra*) of Statistics of Schools *actually* inspected in year ending 31 August 1868; this table being corrected to 31 December by the exclusion or addition of all arrears of inspection entering into the year at its beginning, or remaining over at its end.

(No. 3.)

The same TABLE re-arranged, to show Number of CERTIFICATED TEACHERS, Number of ASSISTANT TEACHERS, and Number of PUPIL-TEACHERS, employed in teaching on 31 December 1868, *classified denominationally.*

Schools connected with	Number of Certificated Teachers.			Number of Assistant Teachers.			Number of Pupil-teachers.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
National Society or Church of England	4,607	4,289	8,896	388	548	936	3,102	4,671	7,773
British and Foreign School Society	800	526	1,326	85	79	164	927	866	1,793
Wesleyan Methodists' Conference	370	221	591	28	14	42	569	330	899
Roman Catholic Poor School Committee (*in England and Wales*)	160	400	560	13	66	79	178	474	652
Total, England and Wales	5,937	5,436	11,373	514	707	1,221	4,776	6,341	11,117
Church of Scotland	1,023	448	1,471	10	—	10	930	536	1,466
Free Church in Scotland	494	193	687	8	1	9	532	254	786
Episcopal Church in Scotland	22	51	73	—	1	1	56	103	159
Roman Catholic Poor School Committee (*in Scotland*)	48	45	93	—	—	—	71	69	140
Total, Scotland	1,587	737	2,324	18	2	20	1,589	962	2,551
Total, Great Britain	7,524	6,173	13,697	532	709	1,241	6,365	7,303	13,668

(No. 4.)

TABLE showing Number of School-houses *built, enlarged,* or *improved,* with Aid from Parliamentary Grants; Total Amount *granted;* Total Amount *subscribed by Promoters;* Total Amount *expended;* and Number of Children for whom *accommodation* has been provided;—*for Year* 1868, *and for Years* 1839 *to* 1868 *inclusive.*

FROM 1 JANUARY TO 31 DECEMBER 1868.

Denominations.	Number of School-houses* Built.							Total Amount awarded out of Parliamentary Grants.	Total Amount subscribed by Promoters.	Total Amount expended.	Number of Children for whom New Schools have been built.§					Number of Children for whom existing Schools have been enlarged.‖					Total Number of Children for whom Accommodation has been created.§				
		Number of departments comprised in those institutions.‡									Juvenile.					Juvenile.					Juvenile.				
	Institutions.†	Juvenile. Boys.	Juvenile. Girls.	Juvenile. Mixed.	Infants.	Residences.	Enlarged or improved.				Boys.	Girls.	Mixed.	Infants.	Total.	Boys.	Girls.	Mixed.	Infants.	Total.	Boys.	Girls.	Mixed.	Infants.	Total.
ENGLAND AND WALES.								£ s. d.	£ s. d.	£ s. d.															
National or Church of England Schools	103	41	37	39	56	75	64	29,741 6 3	131,333 7 11	161,074 14 2	5,751	5,167	4,947	6,556	22,421	1,143	317	348	1,375	3,183	6,894	5,484	5,295	7,931	25,604
British and Foreign Schools	9	4	4	5	3	5	5	3,614 6 10	10,413 7 11	14,027 14 9	909	844	724	627	3,104	65	–	77	–	142	974	844	801	627	3,246
Wesleyan Schools	1	–	–	1	1	–	1	188 16 3	386 5 1	575 1 4	–	–	119	70	189	–	–	–	–	–	–	–	119	70	189
Roman Catholic Schools	1	–	–	1	–	–	–	115 0 0	248 17 3	363 17 3	–	–	115	–	115	–	–	–	–	–	–	–	115	–	115
SCOTLAND.																									
Church of Scotland Schs.	3	–	1	3	1	2	2	713 14 7	2,019 19 8	2,733 14 3	–	101	292	–	393	–	–	76	114	190	–	101	368	114	583
Free Church, and other Schools *not* connected with Church of Scotland	1	–	–	1	–	–	1	90 12 6	145 2 9	235 15 3	–	–	74	–	74	–	–	–	–	–	–	–	74	–	74
Total	118	45	42	50	61	82	73	34,463 16 5	144,547 0 7	179,010 17 0	6,660	6,112	6,271	7,253	26,296	1,208	317	501	1,489	3,515	7,868	6,429	6,772	8,742	29,811

FROM 1839 TO 31 DECEMBER 1868.

ENGLAND AND WALES.								£ s. d.	£ s. d.	£ s. d.															
National or Church of England Schools	4003	1665	1634	1872	1037	2589	1863	1,185,799 16 3½	2,875,195 16 2	4,060,995 12 5½	210326	196765	193397	115854	716252	17214	13428	8350	15197	54189	227540	210193	201657	131051	770441
British and Foreign Schools	244	155	129	74	60	106	186	93,155 7 5½	170,494 8 1½	263,649 15 7½	23513	18837	9852	7739	59941	2097	1234	546	1868	5745	25610	20071	10398	9607	65686
Wesleyan Schools	128	38	38	85	61	92	41	77,440 16 1	139,767 17 0	217,208 13 1	7636	6155	17693	9409	40893	675	414	444	216	1749	8311	6569	18137	9625	42642
Roman Catholic Schools (in Great Britain)	59	40	38	12	28	31	14	39,714 4 3	83,365 17 11	123,080 2 2	8568	7536	1328	3598	21030	89	145	–	85	319	8657	7681	1328	3683	21349
SCOTLAND.																									
Church of Scotland Schools	225	56	79	134	19	122	57	60,413 4 7½	125,659 0 10	186,072 5 5½	8815	9778	13642	1610	33845	900	576	1329	318	3123	9715	10354	14971	1923	36963
Free Church, and other Schools *not* connected with Church of Scotland	161	46	47	108	11	97	54	35,235 14 0	71,765 11 10½	107,001 5 10½	5396	5062	12571	606	23635	621	389	527	177	1714	6017	5451	13098	783	25349
Episcopal Schools	6	4	5	1	1	7	3	3,851 1 6	6,592 14 7	10,443 16 1	546	746	211	96	1599	–	88	331	36	455	846	834	542	132	2054
Total	4826	2004	1970	2286	1217	3044	2218	1,495,610 4 2½	3,472,841 6 6½	4,968,451 10 9	264800	244879	248604	138912	897195	21596	16274	11527	17897	67294	286396	261153	260131	156809	964489

* Exclusive of Training Colleges.
‡ In which separate teachers are employed.
‖ It must be noted that the figures in this group of columns are confined to those cases in which the *superficial area* of school-rooms has been *increased.* The total number of schools enlarged or improved includes a considerable proportion of cases in which fixtures, or the like, have been provided *without any extension of area.*
† Held in separate buildings, and separately managed.
§ At the rate of 8 square feet of superficial area per child.

(No. 5.)

Numbers of Candidates for Admission to Normal Schools, and of Pupil-teachers engaged in Elementary Schools, in Great Britain, in the Years 1861 to 1868, inclusive.

	Christmas 1861.		Christmas 1862.		Christmas 1863.		Christmas 1864.		Christmas 1865.		Christmas 1866.		Christmas 1867.		Christmas 1868.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Number of candidates (*i.e.* for admission) who presented themselves for examination at the training colleges.	1,174	1,299	1,128	1,385	789	1,042	591	904	608	947	616	968	599	879	615	910
Number of those who passed their examination.	869	858	990	993	691	791	518	810	521	785	450	757	454	706	457	788
	January 1862.		January 1863.		January 1864.		January 1865.		January 1866.		January 1867.		January 1868.		January 1869.	
Number out of them who entered training colleges.	821	770	913	842	594	694	501	697	508	707	436	685	445	676	440	744
	1861.		1862.		1863.		1864.		1865.		1866.		1867.		1868.	
Number of pupil-teachers apprenticed, *i.e.*, admitted to apprenticeship.	2,984		2,762		2,971		1,228	1,340	1,338	1,293	1,450	1,620	1,838	1,904	2,171	2,246
Number of pupil-teachers in 1st year	1,521	1,571	1,454	1,480	1,160	1,155	884*	1,011*	1,212*	1,143*	1,311*	1,409*	1,711*	1,735*	1,949*	1,933*
Number of pupil-teachers in 2nd „	1,653	1,586	1,593	1,672	1,431	1,521	1,077	1,198	885	1,063	1,169	1,324	1,291	1,462	1,682	1,823
Number of pupil-teachers in 3rd „	1,799	1,558	1,522	1,484	1,521	1,619	1,281	1,383	929	1,152	792	1,000	1,013	1,236	1,187	1,453
Number of pupil-teachers in 4th „	1,768	1,704	1,712	1,526	1,375	1,411	1,242	1,489	1,106	1,272	799	1,073	709	922	910	1,205
Number of pupil-teachers in 5th „	1,654	1,463	1,682	1,627	1,556	1,431	1,241	1,355	1,075	1,384	961	1,133	650	957	637	889
Total	8,395	7,882	7,963	7,789	7,043	7,137	5,725	6,436	5,207	6,014	5,032	5,939	5,374	6,312	6,365	7,303

* These numbers are less than those immediately above them; but pupil-teachers, who are old and proficient enough, are often "admitted" in one of the later years of service. See Code of 1860, Article 103, and Revised Code, Article 81 f, marginal note 8.

EXTRACTS FROM THE GAZETTE.

APPOINTMENT OF COMMITTEE OF COUNCIL ON EDUCATION.

(Copied from the London Gazette of 11 December 1868.)

At the Court at Windsor, the 9th day of December 1868.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to direct that the Right Honourable *William Edward Forster* be appointed Vice-President of the Committee of Council on Education, and that the Right Honourable *Henry Austin Bruce,* one of Her Majesty's Principal Secretaries of State, do prepare a warrant for Her Majesty's Royal signature accordingly, under the provisions of an Act passed in the 19th and 20th years of Her Majesty's reign, intituled "An "Act for the appointment of a Vice-President of the Com- "mittee of Council on Education."

(Copied from the London Gazette of 15 December 1868.)

At the Court at Windsor, the 12th day of December 1868.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to appoint the Lord President of the Council, the Right Honourable *William Ewart Gladstone,* the most Noble the Duke of *Argyll,* the Right Honourable Earl *Granville,* the Secretaries of State for the Home and War Departments, the Chancellor of the Exchequer, the First Lord of the Admiralty, the President of the Poor Law Board, and the Right Honourable *William Edward Forster* (Vice-President) to be a Committee of Council on Education.

(Copied from the London Gazette of 18 December 1868.)

Whitehall, 16th December 1868.

The Queen has been pleased to appoint the Right Honourable *William Edward Forster* to be Vice-President of the Committee of Council on Education.

APPOINTMENT OF INSPECTORS OF SCHOOLS.

(Copied from the London Gazette of 3 December 1867.)

At the Court at Windsor, the 2nd day of December 1867.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *Frederick Wilkinson,* of Corpus Christi College, Cambridge, M.A., to be one of Her Majesty's Inspectors of Schools.

(Copied from the London Gazette of 23 June 1868.)

At the Court at Windsor, the 19th day of June 1868.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *Richard Wilde,* curate of St. Jude's, Englefield Green, Surrey, M.A., to be one of Her Majesty's Inspectors of Schools.

(Copied from the London Gazette of 15 September 1868.)

At the Court at Windsor, the 14th day of September 1868.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *Henry Smith*, B.A., of Queen's College, Oxford, to be one of Her Majesty's Inspectors of Schools.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint the Reverend *Frank Fortescue Cornish*, M.A., of Exeter College, Oxford, to be one of Her Majesty's Inspectors of Schools.

(Copied from the London Gazette of Friday 15 January 1869.)

At the Court at Osborne House, Isle of Wight, the 14th day of January 1869.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint *Robert Ogilvie*, Esquire, M.A., Head Master of Milnes Institution, Fochabers, N.B., and *William Jolly*, Esquire, English Master in the Edinburgh Collegiate School, to be two of Her Majesty's Inspectors of Schools in Scotland; and the Reverend *Henry Hughes*, of Christ Church, Oxford, B.A., to be one of Her Majesty's Inspectors of Schools in England.

(Copied from the London Gazette of 16 February 1869.)

At the Court at Osborne House, Isle of Wight, the 15th day of February 1869.

PRESENT:

The QUEEN'S most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education, to appoint *Robert Threshie Reid*, Esq., of Balliol College, Oxford, B.A., to be one of Her Majesty's Inspectors of Schools in Scotland.

Appendix No. 1.

ELEMENTARY SCHOOLS.

TABLES.
(No. 1.)

GENERAL SUMMARY of RESULTS of INSPECTION, for Year ending 31 August 1909.

*** *The results given are said to be taken on complete accounts of each Denomination, being those of annual inspection only, between 1 September 1908 and 31 August 1909.*

SCHOOLS VISITED AN ACCOUNT OF AGE of SCHOLARS.

| DENOMINATIONS | Number of Schools or Departments in which Accounts were examined | Number of Departments in which Accounts Omitted (a) | Number of Departments in which Accounts Omitted (b) | Number of Departments in which Accounts Omitted (c) | Number of Departments in which Accounts Omitted (d) | Number of Departments in which Accounts Omitted (e) | Number of Departments in which Accounts Omitted (f) | Number of Departments in which Accounts Omitted (g) | Number of Departments in which Accounts Omitted (h) | Number of Departments in which Accounts Omitted (i) | Number of Departments in which Accounts Omitted (j) | Number of Departments in which Accounts Omitted (k) | Number of Departments in which Accounts Omitted (l) | Number of Departments in which Accounts Omitted (m) | Number of Departments in which Accounts Omitted (n) | Number of Departments in which Accounts Omitted (o) | Number of Departments in which Accounts Omitted (p) | Number of Departments in which Accounts Omitted (q) | Number of Departments in which Accounts Omitted (r) | Number of Departments in which Accounts Omitted (s) | Number of Departments in which Accounts Omitted (t) | Number of Departments in which Accounts Omitted (u) | Number of Departments in which Accounts Omitted (v) | Number of Departments in which Accounts Omitted (w) | Number of Departments in which Accounts Omitted (x) | Number of Departments in which Accounts Omitted (y) | Number of Departments in which Accounts Omitted (z) | Number of Departments in which Accounts Omitted (aa) | Number of Departments in which Accounts Omitted (ab) | Number of Departments in which Accounts Omitted (ac) | Number of Departments in which Accounts Omitted (ad) | Number of Departments in which Accounts Omitted (ae) | Number of Departments in which Accounts Omitted (af) | Number of Departments in which Accounts Omitted (ag) | Number of Departments in which Accounts Omitted (ah) | Number of Departments in which Accounts Omitted (ai) | Number of Departments in which Accounts Omitted (aj) | Number of Departments in which Accounts Omitted (ak) | Number of Departments in which Accounts Omitted (al) | Number of Departments in which Accounts Omitted (am) | Number of Departments in which Accounts Omitted (an) | Number of Departments in which Accounts Omitted (ao) | Number of Departments in which Accounts Omitted (ap) | Number of Departments in which Accounts Omitted (aq) | Number of Departments in which Accounts Omitted (ar) | Number of Departments in which Accounts Omitted (as) | Number of Departments in which Accounts Omitted (at) | Number of Departments in which Accounts Omitted (au) | Number of Departments in which Accounts Omitted (av) | Number of Departments in which Accounts Omitted (aw) | Number of Departments in which Accounts Omitted (ax) | Number of Departments in which Accounts Omitted (ay) | Number of Departments in which Accounts Omitted (az) | Number of Departments in which Accounts Omitted (ba) | Number of Departments in which Accounts Omitted (bb) | Number of Departments in which Accounts Omitted (bc) | Number of Departments in which Accounts Omitted (bd) | Number of Departments in which Accounts Omitted (be) | Number of Departments in which Accounts Omitted (bf) | Number of Departments in which Accounts Omitted (bg) | Number of Departments in which Accounts Omitted (bh) | Number of Departments in which Accounts Omitted (bi) | Number of Departments in which Accounts Omitted (bj) | Number of Departments in which Accounts Omitted (bk) | Number of Departments in which Accounts Omitted (bl) | Number of Departments in which Accounts Omitted (bm) | Number of Departments in which Accounts Omitted (bn) | Number of Departments in which Accounts Omitted (bo) | Number of Departments in which Accounts Omitted (bp) | Number of Departments in which Accounts Omitted (bq) | Number of Departments in which Accounts Omitted (br) | Number of Departments in which Accounts Omitted (bs) | Number of Departments in which Accounts Omitted (bt) | Number of Departments in which Accounts Omitted (bu) | Number of Departments in which Accounts Omitted (bv) | Number of Departments in which Accounts Omitted (bw) | Number of Departments in which Accounts Omitted (bx) | Number of Departments in which Accounts Omitted (by) | Number of Departments in which Accounts Omitted (bz) | Number of Departments in which Accounts Omitted (ca) | Number of Departments in which Accounts Omitted (cb) | Number of Departments in which Accounts Omitted (cc) | Number of Departments in which Accounts Omitted (cd) | Number of Departments in which Accounts Omitted (ce) | Number of Departments in which Accounts Omitted (cf) | Number of Departments in which Accounts Omitted (cg) | Number of Departments in which Accounts Omitted (ch) | Number of Departments in which Accounts Omitted (ci) | Number of Departments in which Accounts Omitted (cj) | Number of Departments in which Accounts Omitted (ck) | Number of Departments in which Accounts Omitted (cl) | Number of Departments in which Accounts Omitted (cm) | Number of Departments in which Accounts Omitted (cn) | Number of Departments in which Accounts Omitted (co) | Number of Departments in which Accounts Omitted (cp) | Number of Departments in which Accounts Omitted (cq) | Number of Departments in which Accounts Omitted (cr) | Number of Departments in which Accounts Omitted (cs) | Number of Departments in which Accounts Omitted (ct) | Number of Departments in which Accounts Omitted (cu) | Number of Departments in which Accounts Omitted (cv) | Number of Departments in which Accounts Omitted (cw) | Number of Departments in which Accounts Omitted (cx) | Number of Departments in which Accounts Omitted (cy) | Number of Departments in which Accounts Omitted (cz) | Number of Departments in which Accounts Omitted (da) | Number of Departments in which Accounts Omitted (db) | Number of Departments in which Accounts Omitted (dc) | Number of Departments in which Accounts Omitted (dd) | Number of Departments in which Accounts Omitted (de) | Number of Departments in which Accounts Omitted (df) | Number of Departments in which Accounts Omitted (dg) | Number of Departments in which Accounts Omitted (dh) | Number of Departments in which Accounts Omitted (di) | Number of Departments in which Accounts Omitted (dj) | Number of Departments in which Accounts Omitted (dk) | Number of Departments in which Accounts Omitted (dl) | Number of Departments in which Accounts Omitted (dm) | Number of Departments in which Accounts Omitted (dn) | Number of Departments in which Accounts Omitted (do) | Number of Departments in which Accounts Omitted (dp) | Number of Departments in which Accounts Omitted (dq) | Number of Departments in which Accounts Omitted (dr) | Number of Departments in which Accounts Omitted (ds) | Number of Departments in which Accounts Omitted (dt) | Number of Departments in which Accounts Omitted (du) | Number of Departments in which Accounts Omitted (dv) | Number of Departments in which Accounts Omitted (dw) | Number of Departments in which Accounts Omitted (dx) | Number of Departments in which Accounts Omitted (dy) | Number of Departments in which Accounts Omitted (dz) | Number of Departments in which Accounts Omitted (ea) | Number of Departments in which Accounts Omitted (eb) | Number of Departments in which Accounts Omitted (ec) | Number of Departments in which Accounts Omitted (ed) | Number of Departments in which Accounts Omitted (ee) | Number of Departments in which Accounts Omitted (ef) | Number of Departments in which Accounts Omitted (eg) | Number of Departments in which Accounts Omitted (eh) | Number of Departments in which Accounts Omitted (ei) | Number of Departments in which Accounts Omitted (ej) | Number of Departments in which Accounts Omitted (ek) | Number of Departments in which Accounts Omitted (el) | Number of Departments in which Accounts Omitted (em) | Number of Departments in which Accounts Omitted (en) | Number of Departments in which Accounts Omitted (eo) | Number of Departments in which Accounts Omitted (ep) | Number of Departments in which Accounts Omitted (eq) | Number of Departments in which Accounts Omitted (er) | Number of Departments in which Accounts Omitted (es) | Number of Departments in which Accounts Omitted (et) | Number of Departments in which Accounts Omitted (eu) | Number of Departments in which Accounts Omitted (ev) | Number of Departments in which Accounts Omitted (ew) | Number of Departments in which Accounts Omitted (ex) | Number of Departments in which Accounts Omitted (ey) | Number of Departments in which Accounts Omitted (ez) | Number of Departments in which Accounts Omitted (fa) | Number of Departments in which Accounts Omitted (fb) | Number of Departments in which Accounts Omitted (fc) | Number of Departments in which Accounts Omitted (fd) | Number of Departments in which Accounts Omitted (fe) | Number of Departments in which Accounts Omitted (ff) | Number of Departments in which Accounts Omitted (fg) | Number of Departments in which Accounts Omitted (fh) | Number of Departments in which Accounts Omitted (fi) | Number of Departments in which Accounts Omitted (fj) | Number of Departments in which Accounts Omitted (fk) | Number of Departments in which Accounts Omitted (fl) | Number of Departments in which Accounts Omitted (fm) | Number of Departments in which Accounts Omitted (fn) | Number of Departments in which Accounts Omitted (fo) | Number of Departments in which Accounts Omitted (fp) | Number of Departments in which Accounts Omitted (fq) | Number of Departments in which Accounts Omitted (fr) | Number of Departments in which Accounts Omitted (fs) | Number of Departments in which Accounts Omitted (ft) | Number of Departments in which Accounts Omitted (fu) | Number of Departments in which Accounts Omitted (fv) | Number of Departments in which Accounts Omitted (fw) | Number of Departments in which Accounts Omitted (fx) | Number of Departments in which Accounts Omitted (fy) | Number of Departments in which Accounts Omitted (fz) | Number of Departments in which Accounts Omitted (ga) | Number of Departments in which Accounts Omitted (gb) | Number of Departments in which Accounts Omitted (gc) | Number of Departments in which Accounts Omitted (gd) | Number of Departments in which Accounts Omitted (ge) | Number of Departments in which Accounts Omitted (gf) | Number of Departments in which Accounts Omitted (gg) | Number of Departments in which Accounts Omitted (gh) | Number of Departments in which Accounts Omitted (gi) | Number of Departments in which Accounts Omitted (gj) | Number of Departments in which Accounts Omitted (gk) | Number of Departments in which Accounts Omitted (gl) | Number of Departments in which Accounts Omitted (gm) | Number of Departments in which Accounts Omitted (gn) | Number of Departments in which Accounts Omitted (go) | Number of Departments in which Accounts Omitted (gp) | Number of Departments in which Accounts Omitted (gq) | Number of Departments in which Accounts Omitted (gr) | Number of Departments in which Accounts Omitted (gs) | Number of Departments in which Accounts Omitted (gt) | Number of Departments in which Accounts Omitted (gu) | Number of Departments in which Accounts Omitted (gv) | Number of Departments in which Accounts Omitted (gw) | Number of Departments in which Accounts Omitted (gx) | Number of Departments in which Accounts Omitted (gy) | Number of Departments in which Accounts Omitted (gz) | Number of Departments in which Accounts Omitted (ha) | Number of Departments in which Accounts Omitted (hb) | Number of Departments in which Accounts Omitted (hc) | Number of Departments in which Accounts Omitted (hd) | Number of Departments in which Accounts Omitted (he) | Number of Departments in which Accounts Omitted (hf) | Number of Departments in which Accounts Omitted (hg) | Number of Departments in which Accounts Omitted (hh) | Number of Departments in which Accounts Omitted (hi) | Number of Departments in which Accounts Omitted (hj) | Number of Departments in which Accounts Omitted (hk) | Number of Departments in which Accounts Omitted (hl) | Number of Departments in which Accounts Omitted (hm) | Number of Departments in which Accounts Omitted (hn) | Number of Departments in which Accounts Omitted (ho) | Number of Departments in which Accounts Omitted (hp) | Number of Departments in which Accounts Omitted (hq) | Number of Departments in which Accounts Omitted (hr) | Number of Departments in which Accounts Omitted (hs) | Number of Departments in which Accounts Omitted (ht) | Number of Departments in which Accounts Omitted (hu) | Number of Departments in which Accounts Omitted (hv) | Number of Departments in which Accounts Omitted (hw) | Number of Departments in which Accounts Omitted (hx) | Number of Departments in which Accounts Omitted (hy) | Number of Departments in which Accounts Omitted (hz) | Number of Departments in which Accounts Omitted (ia) | Number of Departments in which Accounts Omitted (ib) | Number of Departments in which Accounts Omitted (ic) | Number of Departments in which Accounts Omitted (id) | Number of Departments in which Accounts Omitted (ie) | Number of Departments in which Accounts Omitted (if) | Number of Departments in which Accounts Omitted (ig) | Number of Departments in which Accounts Omitted (ih) | Number of Departments in which Accounts Omitted (ii) | Number of Departments in which Accounts Omitted (ij) | Number of Departments in which Accounts Omitted (ik) | Number of Departments in which Accounts Omitted (il) | Number of Departments in which Accounts Omitted (im) | Number of Departments in which Accounts Omitted (in) | Number of Departments in which Accounts Omitted (io) | Number of Departments in which Accounts Omitted (ip) | Number of Departments in which Accounts Omitted (iq) | Number of Departments in which Accounts Omitted (ir) | Number of Departments in which Accounts Omitted (is) | Number of Departments in which Accounts Omitted (it) | Number of Departments in which Accounts Omitted (iu) | Number of Departments in which Accounts Omitted (iv) | Number of Departments in which Accounts Omitted (iw) | Number of Departments in which Accounts Omitted (ix) | Number of Departments in which Accounts Omitted (iy) | Number of Departments in which Accounts Omitted (iz) | Number of Departments in which Accounts Omitted (ja) | Number of Departments in which Accounts Omitted (jb) | Number of Departments in which Accounts Omitted (jc) | Number of Departments in which Accounts Omitted (jd) | Number of Departments in which Accounts Omitted (je) | Number of Departments in which Accounts Omitted (jf) | Number of Departments in which Accounts Omitted (jg) | Number of Departments in which Accounts Omitted (jh) | Number of Departments in which Accounts Omitted (ji) | Number of Departments in which Accounts Omitted (jj) | Number of Departments in which Accounts Omitted (jk) | Number of Departments in which Accounts Omitted (jl) | Number of Departments in which Accounts Omitted (jm) | Number of Departments in which Accounts Omitted (jn) | Number of Departments in which Accounts Omitted (jo) | Number of Departments in which Accounts Omitted (jp) | Number of Departments in which Accounts Omitted (jq) | Number of Departments in which Accounts Omitted (jr) | Number of Departments in which Accounts Omitted (js) | Number of Departments in which Accounts Omitted (jt) | Number of Departments in which Accounts Omitted (ju) | Number of Departments in which Accounts Omitted (jv) | Number of Departments in which Accounts Omitted (jw) | Number of Departments in which Accounts Omitted (jx) | Number of Departments in which Accounts Omitted (jy) | Number of Departments in which Accounts Omitted (jz) | Number of Departments in which Accounts Omitted (ka) | Number of Departments in which Accounts Omitted (kb) | Number of Departments in which Accounts Omitted (kc) | Number of Departments in which Accounts Omitted (kd) | Number of Departments in which Accounts Omitted (ke) | Number of Departments in which Accounts Omitted (kf) | Number of Departments in which Accounts Omitted (kg) | Number of Departments in which Accounts Omitted (kh) | Number of Departments in which Accounts Omitted (ki) | Number of Departments in which Accounts Omitted (kj) | Number of Departments in which Accounts Omitted (kk) | Number of Departments in which Accounts Omitted (kl) | Number of Departments in which Accounts Omitted (km) | Number of Departments in which Accounts Omitted (kn) | Number of Departments in which Accounts Omitted (ko) | Number of Departments in which Accounts Omitted (kp) | Number of Departments in which Accounts Omitted (kq) | Number of Departments in which Accounts Omitted (kr) | Number of Departments in which Accounts Omitted (ks) | Number of Departments in which Accounts Omitted (kt) | Number of Departments in which Accounts Omitted (ku) | Number of Departments in which Accounts Omitted (kv) | Number of Departments in which Accounts Omitted (kw) | Number of Departments in which Accounts Omitted (kx) | Number of Departments in which Accounts Omitted (ky) | Number of Departments in which Accounts Omitted (kz) | Number of Departments in which Accounts Omitted (la) | Number of Departments in which Accounts Omitted (lb) | Number of Departments in which Accounts Omitted (lc) | Number of Departments in which Accounts Omitted (ld) | Number of Departments in which Accounts Omitted (le) | Number of Departments in which Accounts Omitted (lf) | Number of Departments in which Accounts Omitted (lg) | Number of Departments in which Accounts Omitted (lh) | Number of Departments in which Accounts Omitted (li) | Number of Departments in which Accounts Omitted (lj) | Number of Departments in which Accounts Omitted (lk) | Number of Departments in which Accounts Omitted (ll) | Number of Departments in which Accounts Omitted (lm) | Number of Departments in which Accounts Omitted (ln) | Number of Departments in which Accounts Omitted (lo) | Number of Departments in which Accounts Omitted (lp) | Number of Departments in which Accounts Omitted (lq) | Number of Departments in which Accounts Omitted (lr) | Number of Departments in which Accounts Omitted (ls) | Number of Departments in which Accounts Omitted (lt) | Number of Departments in which Accounts Omitted (lu) | Number of Departments in which Accounts Omitted (lv) | Number of Departments in which Accounts Omitted (lw) | Number of Departments in which Accounts Omitted (lx) | Number of Departments in which Accounts Omitted (ly) | Number of Departments in which Accounts Omitted (lz) | Number of Departments in which Accounts Omitted (ma) | Number of Departments in which Accounts Omitted (mb) | Number of Departments in which Accounts Omitted (mc) | Number of Departments in which Accounts Omitted (md) | Number of Departments in which Accounts Omitted (me) | Number of Departments in which Accounts Omitted (mf) | Number of Departments in which Accounts Omitted (mg) | Number of Departments in which Accounts Omitted (mh) | Number of Departments in which Accounts Omitted (mi) | Number of Departments in which Accounts Omitted (mj) | Number of Departments in which Accounts Omitted (mk) | Number of Departments in which Accounts Omitted (ml) | Number of Departments in which Accounts Omitted (mm) | Number of Departments in which Accounts Omitted (mn) | Number of Departments in which Accounts Omitted (mo) | Number of Departments in which Accounts Omitted (mp) | Number of Departments in which Accounts Omitted (mq) | Number of Departments in which Accounts Omitted (mr) | Number of Departments in which Accounts Omitted (ms) | Number of Departments in which Accounts Omitted (mt) | Number of Departments in which Accounts Omitted (mu) | Number of Departments in which Accounts Omitted (mv) | Number of Departments in which Accounts Omitted (mw) | Number of Departments in which Accounts Omitted (mx) | Number of Departments in which Accounts Omitted (my) | Number of Departments in which Accounts Omitted (mz) | Number of Departments in which Accounts Omitted (na) | Number of Departments in which Accounts Omitted (nb) | Number of Departments in which Accounts Omitted (nc) | Number of Departments in which Accounts Omitted (nd) | Number of Departments in which Accounts Omitted (ne) | Number of Departments in which Accounts Omitted (nf) | Number of Departments in which Accounts Omitted (ng) | Number of Departments in which Accounts Omitted (nh) | Number of Departments in which Accounts Omitted (ni) | Number of Departments in which Accounts Omitted (nj) | Number of Departments in which Accounts Omitted (nk) | Number of Departments in which Accounts Omitted (nl) | Number of Departments in which Accounts Omitted (nm) | Number of Departments in which Accounts Omitted (nn) | Number of Departments in which Accounts Omitted (no) | Number of Departments in which Accounts Omitted (np) | Number of Departments in which Accounts Omitted (nq) | Number of Departments in which Accounts Omitted (nr) | Number of Departments in which Accounts Omitted (ns) | Number of Departments in which Accounts Omitted (nt) | Number of Departments in which Accounts Omitted (nu) | Number of Departments in which Accounts Omitted (nv) | Number of Departments in which Accounts Omitted (nw) | Number of Departments in which Accounts Omitted (nx) | Number of Departments in which Accounts Omitted (ny) | Number of Departments in which Accounts Omitted (nz) | Number of Departments in which Accounts Omitted (oa) | Number of Departments in which Accounts Omitted (ob) | Number of Departments in which Accounts Omitted (oc) | Number of Departments in which Accounts Omitted (od) | Number of Departments in which Accounts Omitted (oe) | Number of Departments in which Accounts Omitted (of) | Number of Departments in which Accounts Omitted (og) | Number of Departments in which Accounts Omitted (oh) | Number of Departments in which Accounts Omitted (oi) | Number of Departments in which Accounts Omitted (oj) | Number of Departments in which Accounts Omitted (ok) | Number of Departments in which Accounts Omitted (ol) | Number of Departments in which Accounts Omitted (om) | Number of Departments in which Accounts Omitted (on) | Number of Departments in which Accounts Omitted (oo) | Number of Departments in which Accounts Omitted (op) | Number of Departments in which Accounts Omitted (oq) | Number of Departments in which Accounts Omitted (or) | Number of Departments in which Accounts Omitted (os) | Number of Departments in which Accounts Omitted (ot) | Number of Departments in which Accounts Omitted (ou) | Number of Departments in which Accounts Omitted (ov) | Number of Departments in which Accounts Omitted (ow) | Number of Departments in which Accounts Omitted (ox) | Number of Departments in which Accounts Omitted (oy) | Number of Departments in which Accounts Omitted (oz) | Number of Departments in which Accounts Omitted (pa) | Number of Departments in which Accounts Omitted (pb) | Number of Departments in which Accounts Omitted (pc) | Number of Departments in which Accounts Omitted (pd) | Number of Departments in which Accounts Omitted (pe) | Number of Departments in which Accounts Omitted (pf) | Number of Departments in which Accounts Omitted (pg) | Number of Departments in which Accounts Omitted (ph) | Number of Departments in which Accounts Omitted (pi) | Number of Departments in which Accounts Omitted (pj) | Number of Departments in which Accounts Omitted (pk) | Number of Departments in which Accounts Omitted (pl) | Number of Departments in which Accounts Omitted (pm) | Number of Departments in which Accounts Omitted (pn) | Number of Departments in which Accounts Omitted (po) | Number of Departments in which Accounts Omitted (pp) | Number of Departments in which Accounts Omitted (pq) | Number of Departments in which Accounts Omitted (pr) | Number of Departments in which Accounts Omitted (ps) | Number of Departments in which Accounts Omitted (pt) | Number of Departments in which Accounts Omitted (pu) | Number of Departments in which Accounts Omitted (pv) | Number of Departments in which Accounts Omitted (pw) | Number of Departments in which Accounts Omitted (px) | Number of Departments in which Accounts Omitted (py) | Number of Departments in which Accounts Omitted (pz) | Number of Departments in which Accounts Omitted (qa) | Number of Departments in which Accounts Omitted (qb) | Number of Departments in which Accounts Omitted (qc) | Number of Departments in which Accounts Omitted (qd) | Number of Departments in which Accounts Omitted (qe) | Number of Departments in which Accounts Omitted (qf) | Number of Departments in which Accounts Omitted (qg) | Number of Departments in which Accounts Omitted (qh) | Number of Departments in which Accounts Omitted (qi) | Number of Departments in which Accounts Omitted (qj) | Number of Departments in which Accounts Omitted (qk) | Number of Departments in which Accounts Omitted (ql) | Number of Departments in which Accounts Omitted (qm) | Number of Departments in which Accounts Omitted (qn) | Number of Departments in which Accounts Omitted (qo) | Number of Departments in which Accounts Omitted (qp) | Number of Departments in which Accounts Omitted (qq) | Number of Departments in which Accounts Omitted (qr) | Number of Departments in which Accounts Omitted (qs) | Number of Departments in which Accounts Omitted (qt) | Number of Departments in which Accounts Omitted (qu) | Number of Departments in which Accounts Omitted (qv) | Number of Departments in which Accounts Omitted (qw) | Number of Departments in which Accounts Omitted (qx) | Number of Departments in which Accounts Omitted (qy) | Number of Departments in which Accounts Omitted (qz) | Number of Departments in which Accounts Omitted (ra) | Number of Departments in which Accounts Omitted (rb) | Number of Departments in which Accounts Omitted (rc) | Number of Departments in which Accounts Omitted (rd) | Number of Departments in which Accounts Omitted (re) | Number of Departments in which Accounts Omitted (rf) | Number of Departments in which Accounts Omitted (rg) | Number of Departments in which Accounts Omitted (rh) | Number of Departments in which Accounts Omitted (ri) | Number of Departments in which Accounts Omitted (rj) | Number of Departments in which Accounts Omitted (rk) | Number of Departments in which Accounts Omitted (rl) | Number of Departments in which Accounts Omitted (rm) | Number of Departments in which Accounts Omitted (rn) | Number of Departments in which Accounts Omitted (ro) | Number of Departments in which Accounts Omitted (rp) | Number of Departments in which Accounts Omitted (rq) | Number of Departments in which Accounts Omitted (rr) | Number of Departments in which Accounts Omitted (rs) | Number of Departments in which Accounts Omitted (rt) | Number of Departments in which Accounts Omitted (ru) | Number of Departments in which Accounts Omitted (rv) | Number of Departments in which Accounts Omitted (rw) | Number of Departments in which Accounts Omitted (rx) | Number of Departments in which Accounts Omitted (ry) | Number of Departments in which Accounts Omitted (rz) | Number of Departments in which Accounts Omitted (sa) | Number of Departments in which Accounts Omitted (sb) | Number of Departments in which Accounts Omitted (sc) | Number of Departments in which Accounts Omitted (sd) | Number of Departments in which Accounts Omitted (se) | Number of Departments in which Accounts Omitted (sf) | Number of Departments in which Accounts Omitted (sg) | Number of Departments in which Accounts Omitted (sh) | Number of Departments in which Accounts Omitted (si) | Number of Departments in which Accounts Omitted (sj) | Number of Departments in which Accounts Omitted (sk) | Number of Departments in which Accounts Omitted (sl) | Number of Departments in which Accounts Omitted (sm) | Number of Departments in which Accounts Omitted (sn) | Number of Departments in which Accounts Omitted (so) | Number of Departments in which Accounts Omitted (sp) | Number of Departments in which Accounts Omitted (sq) | Number of Departments in which Accounts Omitted (sr) | Number of Departments in which Accounts Omitted (ss) | Number of Departments in which Accounts Omitted (st) | Number of Departments in which Accounts Omitted (su) | Number of Departments in which Accounts Omitted (sv) | Number of Departments in which Accounts Omitted (sw) | Number of Departments in which Accounts Omitted (sx) | Number of Departments in which Accounts Omitted (sy) | Number of Departments in which Accounts Omitted (sz) | Number of Departments in which Accounts Omitted (ta) | Number of Departments in which Accounts Omitted (tb) | Number of Departments in which Accounts Omitted (tc) | Number of Departments in which Accounts Omitted (td) | Number of Departments in which Accounts Omitted (te) | Number of Departments in which Accounts Omitted (tf) | Number of Departments in which Accounts Omitted (tg) | Number of Departments in which Accounts Omitted (th) | Number of Departments in which Accounts Omitted (ti) | Number of Departments in which Accounts Omitted (tj) | Number of Departments in which Accounts Omitted (tk) | Number of Departments in which Accounts Omitted (tl) | Number of Departments in which Accounts Omitted (tm) | Number of Departments in which Accounts Omitted (tn) | Number of Departments in which Accounts Omitted (to) | Number of Departments in which Accounts Omitted (tp) | Number of Departments in which Accounts Omitted (tq) | Number of Departments in which Accounts Omitted (tr) | Number of Departments in which Accounts Omitted (ts) | Number of Departments in which Accounts Omitted (tt) | Number of Departments in which Accounts Omitted (tu) | Number of Departments in which Accounts Omitted (tv) | Number of Departments in which Accounts Omitted (tw) | Number of Departments in which Accounts Omitted (tx) | Number of Departments in which Accounts Omitted (ty) | Number of Departments in which Accounts Omitted (tz) | Number of Departments in which Accounts Omitted (ua) | Number of Departments in which Accounts Omitted (ub) | Number of Departments in which Accounts Omitted (uc) | Number of Departments in which Accounts Omitted (ud) | Number of Departments in which Accounts Omitted (ue) | Number of Departments in which Accounts Omitted (uf) | Number of Departments in which Accounts Omitted (ug) | Number of Departments in which Accounts Omitted (uh) | Number of Departments in which Accounts Omitted (ui) | Number of Departments in which Accounts Omitted (uj) | Number of Departments in which Accounts Omitted (uk) | Number of Departments in which Accounts Omitted (ul) | Number of Departments in which Accounts Omitted (um) | Number of Departments in which Accounts Omitted (un) | Number of Departments in which Accounts Omitted (uo) | Number of Departments in which Accounts Omitted (up) | Number of Departments in which Accounts Omitted (uq) | Number of Departments in which Accounts Omitted (ur) | Number of Departments in which Accounts Omitted (us) | Number of Departments in which Accounts Omitted (ut) | Number of Departments in which Accounts Omitted (uu) | Number of Departments in which Accounts Omitted (uv) | Number of Departments in which Accounts Omitted (uw) | Number of Departments in which Accounts Omitted (ux) | Number of Departments in which Accounts Omitted (uy) | Number of Departments in which Accounts Omitted (uz) | Number of Departments in which Accounts Omitted (va) | Number of Departments in which Accounts Omitted (vb) | Number of Departments in which Accounts Omitted (vc) | Number of Departments in which Accounts Omitted (vd) | Number of Departments in which Accounts Omitted (ve) | Number of Departments in which Accounts Omitted (vf) | Number of Departments in which Accounts Omitted (vg) | Number of Departments in which Accounts Omitted (vh) | Number of Departments in which Accounts Omitted (vi) | Number of Departments in which Accounts Omitted (vj) | Number of Departments in which Accounts Omitted (vk) | Number of Departments in which Accounts Omitted (vl) | Number of Departments in which Accounts Omitted (vm) | Number of Departments in which Accounts Omitted (vn) | Number of Departments in which Accounts Omitted (vo) | Number of Departments in which Accounts Omitted (vp) | Number of Departments in which Accounts Omitted (vq) | Number of Departments in which Accounts Omitted (vr) | Number of Departments in which Accounts Omitted (vs) | Number of Departments in which Accounts Omitted (vt) | Number of Departments in which Accounts Omitted (vu) | Number of Departments in which Accounts Omitted (vv) | Number of Departments in which Accounts Omitted (vw) | Number of Departments in which Accounts Omitted (vx) | Number of Departments in which Accounts Omitted (vy) | Number of Departments in which Accounts Omitted (vz) | Number of Departments in which Accounts Omitted (wa) | Number of Departments in which Accounts Omitted (wb) | Number of Departments in which Accounts Omitted (wc) | Number of Departments in which Accounts Omitted (wd) | Number of Departments in which Accounts Omitted (we) | Number of Departments in which Accounts Omitted (wf) | Number of Departments in which Accounts Omitted (wg) | Number of Departments in which Accounts Omitted (wh) | Number of Departments in which Accounts Omitted (wi) | Number of Departments in which Accounts Omitted (wj) | Number of Departments in which Accounts Omitted (wk) | Number of Departments in which Accounts Omitted (wl) | Number of Departments in which Accounts Omitted (wm) | Number of Departments in which Accounts Omitted (wn) | Number of Departments in which Accounts Omitted (wo) | Number of Departments in which Accounts Omitted (wp) | Number of Departments in which Accounts Omitted (wq) | Number of Departments in which Accounts Omitted (wr) | Number of Departments in which Accounts Omitted (ws) | Number of Departments in which Accounts Omitted (wt) | Number of Departments in which Accounts Omitted (wu) | Number of Departments in which Accounts Omitted (wv) | Number of Departments in which Accounts Omitted (ww) | Number of Departments in which Accounts Omitted (wx) | Number of Departments in which Accounts Omitted (wy) | Number of Departments in which Accounts Omitted (wz) | Number of Departments in which Accounts Omitted (xa) | Number of Departments in which Accounts Omitted (xb) | Number of Departments in which Accounts Omitted (xc) | Number of Departments in which Accounts Omitted (xd) | Number of Departments in which Accounts Omitted (xe) | Number of Departments in which Accounts Omitted (xf) | Number of Departments in which Accounts Omitted (xg) | Number of Departments in which Accounts Omitted (xh) | Number of Departments in which Accounts Omitted (xi) | Number of Departments in which Accounts Omitted (xj) | Number of Departments in which Accounts Omitted (xk) | Number of Departments in which Accounts Omitted (xl) | Number of Departments in which Accounts Omitted (xm) | Number of Departments in which Accounts Omitted (xn) | Number of Departments in which Accounts Omitted (xo) | Number of Departments in which Accounts Omitted (xp) | Number of Departments in which Accounts Omitted (xq) | Number of Departments in which Accounts Omitted (xr) | Number of Departments in which Accounts Omitted (xs) | Number of Departments in which Accounts Omitted (xt) | Number of Departments in which Accounts Omitted (xu) | Number of Departments in which Accounts Omitted (xv) | Number of Departments in which Accounts Omitted (xw) | Number of Departments in which Accounts Omitted (xx) | Number of Departments in which Accounts Omitted (xy) | Number of Departments in which Accounts Omitted (xz) | Number of Departments in which Accounts Omitted (ya) | Number of Departments in which Accounts Omitted (yb) | Number of Departments in which Accounts Omitted (yc) | Number of Departments in which Accounts Omitted (yd) | Number of Departments in which Accounts Omitted (ye) | Number of Departments in which Accounts Omitted (yf) | Number of Departments in which Accounts Omitted (yg) | Number of Departments in which Accounts Omitted (yh) | Number of Departments in which Accounts Omitted (yi) | Number of Departments in which Accounts Omitted (yj) | Number of Departments in which Accounts Omitted (yk) | Number of Departments in which Accounts Omitted (yl) | Number of Departments in which Accounts Omitted (ym) | Number of Departments in which Accounts Omitted (yn) | Number of Departments in which Accounts Omitted (yo) | Number of Departments in which Accounts Omitted (yp) | Number of Departments in which Accounts Omitted (yq) | Number of Departments in which Accounts Omitted (yr) | Number of Departments in which Accounts Omitted (ys) | Number of Departments in which Accounts Omitted (yt) | Number of Departments in which Accounts Omitted (yu) | Number of Departments in which Accounts Omitted (yv) | Number of Departments in which Accounts Omitted (yw) | Number of Departments in which Accounts Omitted (yx) | Number of Departments in which Accounts Omitted (yy) | Number of Departments in which Accounts Omitted (yz) | Number of Departments in which Accounts Omitted (za) | Number of Departments in which Accounts Omitted (zb) | Number of Departments in which Accounts Omitted (zc) | Number of Departments in which Accounts Omitted (zd) | Number of Departments in which Accounts Omitted (ze) | Number of Departments in which Accounts Omitted (zf) | Number of Departments in which Accounts Omitted (zg) | Number of Departments in which Accounts Omitted (zh) | Number of Departments in which Accounts Omitted (zi) | Number of Departments in which Accounts Omitted (zj) | Number of Departments in which Accounts Omitted (zk) | Number of Departments in which Accounts Omitted (zl) | Number of Departments in which Accounts Omitted (zm) | Number of Departments in which Accounts Omitted (zn) | Number of Departments in which Accounts Omitted (zo) | Number of Departments in which Accounts Omitted (zp) | Number of Departments in which Accounts Omitted (zq) | Number of Departments in which Accounts Omitted (zr) | Number of Departments in which Accounts Omitted (zs) | Number of Departments in which Accounts Omitted (zt) | Number of Departments in which Accounts Omitted (zu) | Number of Departments in which Accounts Omitted (zv) | Number of Departments in which Accounts Omitted (zw) | Number of Departments in which Accounts Omitted (zx) | Number of Departments in which Accounts Omitted (zy) | Number of Departments in which Accounts Omitted (zz) | Number of Departments in which Accounts Omitted (aaa) | Number of Departments in which Accounts Omitted (aab) | Number of Departments in which Accounts Omitted (aac) | Number of Departments in which Accounts Omitted (aad) | Number of Departments in which Accounts Omitted (aae) | Number of Departments in which Accounts Omitted (aaf) | Number of Departments in which Accounts Omitted (aag) | Number of Departments in which Accounts Omitted (aah) | Number of Departments in which Accounts Omitted (aai) | Number of Departments in which Accounts Omitted (aaj) | Number of Departments in which Accounts Omitted (aak) | Number of Departments in which Accounts Omitted (aal) | Number of Departments in which Accounts Omitted (aam) | Number of Departments in which Accounts Omitted (aan) | Number of Departments in which Accounts Omitted (aao) | Number of Departments in which Accounts Omitted (aap) | Number of Departments in which Accounts Omitted (aaq) | Number of Departments in which Accounts Omitted (aar) | Number of Departments in which Accounts Omitted (aas) | Number of Departments in which Accounts Omitted (aat) | Number of Departments in which Accounts Omitted (aau) | Number of Departments in which Accounts Omitted (aav) | Number of Departments in which Accounts Omitted (aaw) | Number of Departments in which Accounts Omitted (aax) | Number of Departments in which Accounts Omitted (aay) | Number of Departments in which Accounts Omitted (aaz) | Number of Departments in which Accounts Omitted (aba) | Number of Departments in which Accounts Omitted (abb) | Number of Departments in which Accounts Omitted (abc) | Number of Departments in which Accounts Omitted (abd) | Number of Departments in which Accounts Omitted (abe) | Number of Departments in which Accounts Omitted (abf) | Number of Departments in which Accounts Omitted (abg) | Number of Departments in which Accounts Omitted (abh) | Number of Departments in which Accounts Omitted (abi) | Number of Departments in which Accounts Omitted (abj) | Number of Departments in which Accounts Omitted (abk) | Number of Departments in which Accounts Omitted (abl) | Number of Departments in which Accounts Omitted (abm) | Number of Departments in which Accounts Omitted (abn) | Number of Departments in which Accounts Omitted (abo) | Number of Departments in which Accounts Omitted (abp) | Number of Departments in which Accounts Omitted (abq) | Number of Departments in which Accounts Omitted (abr) | Number of Departments in which Accounts Omitted (abs) | Number of Departments in which Accounts Omitted (abt) | Number of Departments in which Accounts Omitted (abu) | Number of Departments in which Accounts Omitted (abv) | Number of Departments in which Accounts Omitted (abw) | Number of Departments in which Accounts Omitted (abx) | Number of Departments in which Accounts Omitted (aby) | Number of Departments in which Accounts Omitted (abz) | Number of Departments in which Accounts Omitted (aca) | Number of Departments in which Accounts Omitted (

(No. 5.)

STATISTICS OF INSPECTION—continued.

Aggregate Annual Income and Expenditure of an associated Number of Schools as per Table on last preceding page.*

| DENOMINATIONS. | SCHOOLS VISITED ON ACCOUNT OF ANNUAL GRANTS. | | |

(*No. 3.*)

TABLE showing COMPARATIVE ATTENDANCE of SCHOLARS at *same* School, from Year 1853 to Year 1868, in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars who have attended same School					
	Less than One Year.	One Year, but less than Two Years.	Two Years, but less than Three Years.	Three Years, but less than Four Years.	Four Years, but less than Five Years.	Five Years and over.
1853	47·82	21·	13·01	8·48	4·82	4·87
1854	42·	28·18	12·84	8·	4·75	4·23
1855	37·02	28·82	14·51	9·47	5·69	4·49
1856	42·02	22·65	15·14	9·72	5·78	4·69
1857	41·26	23·61	14·97	9·74	5·5	4·92
1858	38·81	22·66	16·29	10·48	6·54	5·22
1859	37·81	22·57	16·81	10·89	6·46	5·46
1860	35·98	21·92	16·97	11·55	7·11	6·47
1861	36·79	23·19	16·21	11·4	6·97	5·44
1862	37·43	21·17	16·86	12·09	7·27	5·18
1863	39·13	21·85	15·59	10·58	6·73	6·12
1864	38·15	22·18	15·51	10·57	6·86	6·73
1865	38·97	21·93	15·33	10·22	6·8	6·75
1866	34·63	21·88	16·85	11·79	7·82	7·03
1867	39·14	22·38	15·1	10·03	6·53	6·82
1868	40·54	22·92	14·88	9·6	5·9	6·16
Mean per-centage	39·22	23·06	15·43	10·29	6·34	5·66

(*No. 4.*)

TABLE showing COMPARATIVE AGE of SCHOLARS in Schools inspected by Her Majesty's Inspectors of Schools in GREAT BRITAIN.

Year.	Per-centage of Scholars aged												Total Per-centage under Ten Years of Age.
	Under Four.	Between Four and Five.	Between Five and Six.	Between Six and Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.	
1850*	-	-	-	-	-	14·13	13·62	12·54	10·	6·84	4·24	3·55	62·88
1851*	-	-	-	-	-	14·34	14·09	12·73	9·36	7·19	4·12	3·35	63·25
1852*	-	-	-	-	-	14·73	13·98	12·56	10·31	7·85	4·61	3·96	66·71
1853*	-	-	-	-	14·19	14·65	13·72	11·81	9·02	6·24	3·44	1·86	67·63
1854*	-	-	-	-	13·67	13·84	13·62	11·34	8·72	5·86	3·23	2·04	68·76
1855	2·98	4·59	7·18	10·75	13·26	14·15	13·65	12·03	8·99	6·44	3·64	2·34	66·56
1856	6·03	7·13	9·33	11·4	12·76	11·94	11·74	10·47	7·93	5·77	3·29	2·14	70·4
1857	6·58	7·89	10·05	12·21	12·4	11·94	11·03	9·91	7·7	5·26	3·04	1·99	72·1
1858	5·45	7·22	9·3	11·84	12·7	12·26	11·56	10·2	7·98	5·8	3·4	2·29	70·33
1859	5·07	7·1	9·7	12·04	12·48	12·22	11·81	10·16	7·82	5·88	3·33	2·39	70·42
1860	5·36	7·26	9·75	11·6	12·48	12·26	11·91	10·05	7·99	5·7	3·29	2·35	70·62
1861	5·09	7·43	9·94	11·97	12·75	12·08	11·55	10·45	7·7	5·81	2·95	2·28	70·51
1862	5·47	7·38	9·66	11·7	12·92	11·68	11·26	9·75	8·37	6·17	3·22	2·42	70·07
1863	6·41	7·45	9·56	11·55	12·77	11·85	11·42	10·19	7·99	5·81	3·1	1·9	71·01
1864	6·11	7·38	9·8	10·86	12·84	11·87	11·57	10·31	8·11	5·97	3·25	1·93	70·43
1865	6·32	7·54	9·94	10·85	12·71	12·02	11·72	10·27	7·97	5·74	3·09	1·83	71·1
1866	6·53	7·75	10·19	11·1	12·5	11·88	11·67	10·19	7·96	5·54	2·92	1·77	71·62
1867	6·72	8·14	10·36	11·29	12·67	11·75	11·43	9·98	7·82	5·43	2·77	1·64	72·36
1868	6·51	8·34	10·62	11·28	12·23	11·97	11·33	9·91	7·85	5·52	2·81	1·63	72·28
Mean per-cent.	44·12					12·75	12·25	10·78	8·40	6·04	3·36	2·3	69·12

* The returns for these years *do not* distinguish the ages of children under eight years.

(No. 5.)

Statistics of Inspection—*continued.*

Schools aided with Annual Grants in the Year ending 31 August 1868.

	Denominations.	Returned by Managers as belonging to Agricultural Population.						Returned by Managers as *not* belonging to Agricultural Population.						Returned by Managers as belonging to Mixed Population.					
		Number of Schools.	Average Number of Scholars in Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.	Number of Schools.	Average Number of Scholars in Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.	Number of Schools.	Average Number of Scholars in Attendance.	Number of Certificated Teachers.	Number of Pupil-Teachers.	Amount granted.	Rate of Grant per Scholar in average Attendance.
						£ s. d.	s. d.					£ s. d.	s. d.					£ s. d.	s. d.
England and Wales.	Schools connected with *National Society*, or *Church of England*	2,862	217,642	3,352	1,255	99,223 2 7	9 1½	1,732	390,903	3,480	4,759	179,820 4 1	9 2½	1,187	157,6	1,826	1,417	72,264 11 6	9 2
	British, *Wesleyan*, and other Schools *not* connected with Church of England	358	30,994	411	235	14,764 19 2	9 6½	668	135,876	1,108	1,916	63,467 19 9	9 4	287	38,276	373	454	18,616 8 1	9 8½
	Roman Catholic Schools	55	3,719	65	18	1,788 10 0	9 7½	216	53,222	418	561	24,190 19 10	9 1	41	6,269	69	62	3,017 17 6	9 7½
	Total	3,275	252,355	3,828	1,508	115,776 11 9	9 2	2,616	579,101	5,006	7,236	267,479 3 8	9 2¾	1,515	202,219	2,268	1,933	93,898 17 1	9 3¼
Scotland.	Schools connected with *Church of Scotland*	508	26,390	527	197	11,207 16 8	8 5¾	295	52,303	491	755	18,960 6 8	7 3	340	33,666	415	461	14,101 4 2	8 4½
	Free Church Schools	196	11,316	206	107	5,006 8 4	8 10	173	30,170	298	458	12,913 3 10	8 6½	145	15,519	184	222	6,823 12 6	8 9½
	Episcopal Schools	25	1,472	28	28	733 5 0	9 11½	44	5,323	47	98	2,353 8 4	8 10	17	1,733	21	26	737 8 4	8 6
	Roman Catholic Schools		1,230	15	24	576 0 0	9 4¾	35	8,266	45	125	2,549 2 0	6 0½	9	666	8	9	274 16 0	8 3
	Total	741	40,408½	776	356	17,523 10 0	8 8	547	96,062	881	1,436	36,776 0 10	7 7¾	511	51,584	628	718	21,937 1 0	8 6
	Total, Great Britain	4,016	292,763	4,604	1,864	133,300 1 9	9 1¼	3,163	675,163	5,887	8,672	304,255 4 6	9 0	2,026	253,803	2,896	2,651	115,835 18 1	9 1½

(No. 6.)—Statistics of Inspection—*continued.*

Salaries of Teachers (certificated as compared with *uncertificated*).

Denominations.	Schools visited on account of Annual Grants. Masters. Certificated. Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Masters. *Uncertificated.* Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Mistresses. Certificated. Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Mistresses. *Uncertificated.* Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.
England and Scotland. Schs. connected with *N. S.* or *Ch. of E.*	86 15 7	4,118	2,656	51 16 3	10	7	55 10 11	2,652	1,345	33 7 8	35	13
England and Scotland. *B., W.*, and other schs. not connected with *C. of Eng.*	101 13 2	1,088	321	118 8 9	4	2	64 5 10	420	83	71 13 2	5	—
England and Scotland. *Rom. Cath.* schools	81 0 3	142	33	30 0 0	1	1	51 1 8	253	87	—	—	—
England and Scotland. Schools connected with *Ch. of Scot.*	101 1 5	885	657	76 9 8	9	5	55 1 9	300	197	47 10 0	2	1
England and Scotland. *Free Ch.* schools	93 5 6	434	245	75 0 0	2	—	51 14 0	109	61	41 14 8	3	—
England and Scotland. *Episcopal* schools	80 2 11	46	23	—	—	—	56 4 3	41	23	46 4 5	1	1
England and Scotland. *Rom. Cath.* schools	81 0 4	20	9	—	—	—	56 2 7	41	18	—	—	—
Total	91 5 11	6,733	3,944	71 11 0	26	15	56 1 7	3,816	1,814	38 19 8	46	15

(*continued.*)

Denominations.	Schools visited on account of Annual Grants. Infants' Mistresses. Certificated. Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Infants' Mistresses. *Uncertificated.* Average pecuniary Emoluments (including all professional sources of Income).	Number on which Average is taken.	Number provided with House or Rent-free.	Schools visited for simple Inspection only. Masters. Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	Mistresses. Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.	Infants' Mistresses. Average Salary.	Number on which Average is taken.	Number provided with House or Rent-free.
England and Scotland. Schs. connected with *N. S.* or *Ch. of E.*	54 4 7	1,193	493	31 1 7	73	26	51 3 5	150	103	30 0 7	139	86	28 18 4	24	11
England and Scotland. *B., W.*, and other schs. not connected with *C. of Eng.*	59 12 0	263	41	22 2 10	10	—	59 9 0	28	5	46 0 2	7	3	22 0 0	3	—
England and Scotland. *Rom. Cath.* schools	48 12 1	95	32	28 2 10	7	1	67 4 8	2	—	37 10 8	3	1	30 17 1	2	—
England and Scotland. Schools connected with *Ch. of Scot.*	51 18 9	50	29	31 0 0	1	1	68 1 11	26	17	27 5 2	4	3	33 15 0	1	—
England and Scotland. *Free Ch.* schools	59 7 10	42	8	—	—	—	62 1 2	8	1	44 11 6	3	—	—	—	—
England and Scotland. *Episcopal* schools	49 16 3	4	2	—	—	—	30 5 10	5	2	18 0 0	2	1	—	—	—
England and Scotland. *Rom. Cath.* schools	50 17 8	5	2	—	—	—	—	—	—	—	—	—	—	—	—
Total	54 16 0	1,652	607	29 17 5	91	28	54 6 2	219	128	38 18 8	158	94	28 10 4	30	11

(No. 7.)—Statistics of Inspection—*continued.*

School Fees.*

	Denominations.	Schools visited on account of Annual Grants.							Schools visited for Simple Inspection only.						
		Total Number of Schools from which Returns are taken.	Total Number of Children included in those Schools.	Centesimal Proportion of those Children paying per Week.					Total Number of Schools from which Returns are taken.	Total Number of Children included in those Schools.	Centesimal Proportion of those Children paying per Week.				
				One Penny and less than Two-pence.	Two-pence and less than Three-pence.	Three-pence and less than Four-pence.	Fourpence.	Over Fourpence.			One Penny and less than Two-pence.	Two-pence and less than Three-pence.	Three-pence and less than Four-pence.	Fourpence.	Over Fourpence.
England and Wales.	Schools connected with *National Society*, or *Church of England*	5,437	978,758	26·49	48·77	17·17	5·54	2·03	218	14,723	44·97	35·58	11·97	4·65	2·83
	British, Wesleyan, and other Schools *not* connected with Church of England	1,247	261,973	15·47	38·57	24·15	15·07	6·74	26	2,909	12·31	36·99	38·74	9·59	2·37
	Roman Catholic Schools	294	63,473	48·53	39·2	8·45	3·01	·81	3	699	50·36	43·49	3·29	2·	·86
	Total	6,978	1,304,204	25·35	46·26	18·15	7·33	2·91	247	18,331	39·99	36·1	15·89	5·33	2·69
Scotland.	Schools connected with *Church of Scotland*	1,025	109,060	13·33	33·39	33·67	9·59	10·02	27	2,111	4·55	52·54	28·04	10·8	4·07
	Free Church Schools	476	61,062	10·11	36·17	33·77	10·43	9·52	11	1,196	5·02	13·71	46·32	26·84	8·11
	Episcopal Schools	79	9,131	38·21	38·76	17·27	4·51	1·25	5	205	23·9	62·93	13·17	—	—
	Roman Catholic Schools	51	6,003	56·82	31·13	11·41	·64	—	—	—	—	—	—	—	—
	Total	1,631	185,256	14·9	34·5	32·17	9·33	9·1	43	3,512	5·84	39·92	33·4	15·63	5·21
	Total, Great Britain	8,609	1,489,460	24·05	44·8	19·89	7·58	3·68	290	21,843	34·5	36·72	18·71	6·98	3·09

* Extract from the Report of the Registrar General, on the Census of 1851, p. xxiii., with reference to Education:—

"*Children of the labouring classes are employed at an early age,—some permanently, others temporarily,—at a rate of recompence which, though apparently but trifling, is sufficient for their maintenance, and more than sufficient to induce their parents to remove them from School. It is evident that even the lowest amount of wages which the child of a labouring man will receive (from 1s. 6d. to 2s. per week) must be so great a relief to the parents as to render it almost hopeless that they can withstand the inducement, and retain the child at School in the face of such temptation. And this inducement will be almost equally powerful whether or not the School be one where payments from the children are required. It is not for the sake of* saving a penny *per week that a child is transferred from the School to the factory or the fields, but for the sake of* gaining a shilling or eightcenpence *per week; and the mere opportunity of saving the penny by sending the child to a* free School *would not restrain the parents from making a positive addition to their weekly income, if the absence of the child from School could ensure it.*"

(No. 8.)—Statistics of Inspection under Revised Code, from 1st September 1867 to 31st August 1868.

Attendance, Examination, and Results of Examination.

Denominations.	Number of Children in Average Attendance.				Standard I.									Standard II.								
					Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
								Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Boys or Mixed under Masters.	Girls or Mixed under Mistresses	Infants.	Total.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																						
England & Wales. Schs. connected with *Nat. Soc.*, or *Ch. of England*	382,164	208,377	135,265	725,806	133,086	10,608	143,694	124,638	121,874	118,367	19,056	11,820	25,327	93,172	26,520	119,692	105,151	114,874	90,674	14,541	4,818	29,018
England & Wales. *Brit., Wes.*, and other Schools *not* connected with Ch. of England	127,011	40,239	30,048	197,298	36,615	3,634	40,249	35,173	37,660	34,894	5,076	2,589	5,355	24,961	8,997	33,958	30,443	32,530	25,891	3,515	1,428	8,157
England & Wales. *Roman Catholic* Schools	15,812	25,465	14,140	55,417	11,159	1,344	12,503	11,470	11,335	11,406	1,033	668	1,097	6,832	2,062	8,894	8,070	8,687	7,096	824	207	1,798
Total	524,987	274,081	179,453	978,521	180,860	15,586	196,446	171,281	181,369	164,667	25,165	15,077	31,779	124,965	37,579	162,544	143,664	156,091	123,571	18,880	6,453	38,973
Scotland. Schools connected with *Church of Scotland*	87,418	18,481	5,193	111,092	17,499	959	18,458	17,614	17,110	15,688	844	1,348	2,770	12,884	3,135	16,019	15,424	15,654	13,760	595	365	2,259
Scotland. *Free Church* Schools	44,930	6,917	4,527	56,374	8,084	429	8,513	8,323	8,179	7,496	190	334	1,017	5,993	1,433	7,426	7,312	7,376	6,502	114	50	924
Scotland. *Episcopal* Schools	4,791	3,229	469	8,489	1,245	58	1,303	1,168	1,230	1,153	135	73	150	933	173	1,106	1,005	1,057	922	101	49	184
Scotland. *Roman Catholic* Schools	3,450	4,811	631	8,892	1,578	116	1,694	1,586	1,600	1,499	108	94	195	1,022	245	1,267	1,203	1,210	930	64	57	337
Total	140,589	33,438	10,820	184,847	28,406	1,562	29,968	28,691	28,119	25,836	1,277	1,849	4,132	20,852	4,986	25,818	24,944	25,297	22,114	874	521	3,704
Total Day Schools, Great Britain	665,576	307,519	190,273	1,163,368	209,266	17,148	226,414	199,972	209,488	190,503	26,442	16,926	35,911	145,817	42,545	188,362	168,608	181,388	145,685	19,754	6,974	42,677
Evening Schools.																						
England & Wales. Schs. connected with *Nat. Soc.*, or *Ch. of England*	31,743	7,770	—	39,513	10,969	—	10,969	9,241	8,931	9,918	1,728	2,038	1,051	9,602	—	9,602	8,859	8,927	7,137	743	675	2,465
England & Wales. *Brit., Wes.*, and other Schools *not* connected with Ch. of England	6,511	1,337	—	7,848	1,985	—	1,985	1,751	1,746	1,849	234	239	136	1,899	—	1,899	1,775	1,733	1,508	124	166	391
England & Wales. *Roman Catholic* Schools	3,370	4,423	—	7,793	3,262	—	3,262	2,862	2,780	3,085	400	482	177	2,162	—	2,162	1,986	2,015	1,590	176	147	572
Total	41,624	13,530	—	55,154	16,216	—	16,216	13,854	13,457	14,852	2,362	2,759	1,364	13,663	—	13,663	12,620	12,675	10,235	1,043	988	3,428
Scotland. Schools connected with *Church of Scotland*	921	343	—	1,267	184	—	184	178	167	183	6	17	1	143	—	143	134	141	123	9	2	15
Scotland. *Free Church* Schools	541	90	—	631	43	—	43	41	43	43	2	—	—	53	—	53	51	53	48	2	—	5
Scotland. *Episcopal* Schools	21	18	—	39	3	—	3	2	3	3	1	—	—	4	—	4	4	4	4	—	—	—
Scotland. *Roman Catholic* Schools	572	698	—	1,270	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	2,058	1,149	—	3,207	230	—	230	221	213	229	9	17	1	200	—	200	189	198	180	11	2	20
Total Evening Schools, Great Britain	43,682	14,679	—	58,361	16,446	—	16,446	14,075	13,670	15,081	2,371	2,776	1,365	13,863	—	13,863	12,809	12,873	10,415	1,054	990	3,448

Tables.

Attendance, Examination, and Results of Examination—*continued.*

Denominations.	Standard III.									Standard IV.								
	No. of Children presented for Examination.			Number of those Children						No. of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																		
England and Wales. Schs. connected with *N.S.*, or *Ch. of E. B.*, *W.*, and other	48,707	39,334	88,041	81,415	72,129	68,733	6,626	15,912	19,308	16,393	45,398	61,791	57,675	45,927	41,023	4,116	15,864	20,768
England and Wales. Schs. *not* connected with Ch. of E.	13,145	13,888	27,033	25,159	23,454	21,289	1,874	3,579	5,744	3,979	15,182	19,161	17,845	15,226	12,009	1,316	3,935	7,152
England and Wales. *Rom. Cath.* Schools	3,304	2,630	5,934	5,566	5,408	4,551	368	526	1,383	1,048	2,776	3,824	3,643	3,063	2,800	181	761	1,024
Total	65,156	55,852	121,008	112,140	100,991	94,573	8,868	20,017	26,435	21,420	63,356	84,776	79,163	64,216	55,832	5,613	20,560	28,944
Scotland. Schools connected with *Ch. of Scot.*	7,103	6,071	13,174	12,757	10,982	11,100	417	2,192	2,074	2,137	7,643	9,780	9,557	7,578	7,541	223	2,202	2,239
Scotland. *Free Ch.* Schools	3,291	3,039	6,330	6,250	5,880	5,715	80	450	615	988	3,784	4,772	4,743	4,006	4,074	29	766	698
Scotland. *Episcopal* Schools	522	368	890	819	818	749	71	72	141	157	393	550	504	433	393	46	117	157
Scotland. *Rom. Cath.* Schools	550	439	989	948	910	899	41	79	90	137	371	508	498	435	390	10	73	118
Total	11,466	9,917	21,383	20,774	18,590	18,463	609	2,793	2,920	3,419	12,191	15,610	15,302	12,452	12,398	308	3,158	3,212
Total Day Schools, Great Britain	76,622	65,769	142,391	132,914	119,581	113,036	9,477	22,810	29,355	24,839	75,547	100,386	94,465	76,668	68,230	5,921	23,718	32,156
Evening Schools.																		
England and Wales. Schs. connected with *N. S.*, or *Ch. of E. B.*, *W.*, and other	6,974	—	6,974	6,666	5,276	5,389	308	1,698	1,585	5,081	—	5,081	4,956	4,048	3,809	125	1,033	1,272
England and Wales. Schs. *not* connected with Ch. of E.	1,584	—	1,584	1,530	1,314	1,313	54	270	271	1,288	—	1,288	1,253	1,094	980	35	194	308
England and Wales. *Rom. Cath.* Schools	1,825	—	1,825	1,701	1,537	1,194	124	288	631	904	—	904	884	718	623	20	186	281
Total	10,383	—	10,383	9,987	8,127	7,896	486	2,256	2,487	7,273	—	7,273	7,093	5,860	5,412	180	1,413	1,861
Scotland. Schools connected with *Ch. of Scot.*	176	—	176	172	153	148	4	23	28	100	—	100	93	83	86	7	17	14
Scotland. *Free Ch.* Schools	74	—	74	74	73	71	—	1	3	52	—	52	52	47	44	—	5	8
Scotland. *Episcopal* Schools	1	—	1	1	1	1	—	—	—	2	—	2	2	1	2	—	1	—
Scotland. *Rom. Cath.* Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	251	—	251	247	227	220	4	24	31	154	—	154	147	131	132	7	23	22
Total Even. Schools,	10,634	—	10,634	10,234	8,354	8,116	490	2,280	2,518	7,427	—	7,427	7,240	5,991	5,544	187	1,436	1,883

Total Even. Schools, { 10,[illegible] | [illegible] | 2,116 | 496 | 2,280 | 2,518 | [illegible] | 7,427 | 7,220 | [illegible]

(No. 8.)—STATISTICS of INSPECTION under REVISED CODE, from 1 September 1867 to 31 August 1868—*continued.*

Attendance, Examination, and Results of Examination—*continued.*

DENOMINATIONS.	STANDARD V.									STANDARD VI.								
	No. of Children presented for Examination.			Number of those Children						No. of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
England and Wales.																		
DAY SCHOOLS.																		
Schs. connected with *N. S.*, or *Ch. of E. B., W.*, and other Schs.	1,863	35,295	37,158	34,425	29,523	25,417	2,733	7,635	11,741	245	17,833	18,078	16,766	15,022	12,052	1,312	3,056	6,026
Schs. *not* connected with Ch. of E.	424	10,976	11,400	10,650	9,670	7,399	750	1,730	4,001	28	5,587	5,615	5,272	4,842	3,761	343	773	1,854
Rom. Cath. Schools	162	1,926	2,088	2,021	1,742	1,611	67	346	477	12	875	887	844	736	686	43	151	201
Total - -	2,449	48,197	50,646	47,096	40,935	34,427	3,550	9,711	16,219	285	24,295	24,580	22,882	20,600	16,499	1,698	3,980	8,081
Scotland.																		
Schools connected with *Ch. of Scot.*	313	5,460	5,773	5,683	4,855	4,619	90	918	1,154	50	3,245	3,295	3,230	2,917	2,696	65	378	599
Free Ch. Schools -	133	3,106	3,239	3,222	2,867	2,947	17	372	292	22	1,815	1,837	1,830	1,646	1,664	7	191	173
Episcopal Schools	44	313	357	339	316	278	18	41	79	4	198	202	193	179	130	9	23	72
Rom. Cath. Schools	25	252	277	275	254	250	2	23	27	2	137	139	136	135	104	3	4	35
Total - -	515	9,131	9,646	9,519	8,292	8,094	127	1,354	1,552	78	5,395	5,473	5,389	4,877	4,594	84	596	879
Total Day Schools, Great Britain -	2,964	57,328	60,292	56,615	49,227	42,521	3,677	11,065	17,771	363	29,690	30,053	28,271	25,477	21,093	1,782	4,576	8,960
England and Wales.																		
EVENING SCHOOLS.																		
Schs. connected with *N. S.*, or *Ch. of E. B., W.*, and other Schs.	1,766	—	1,766	1,720	1,414	1,263	46	352	503	1,937	—	1,937	1,895	1,623	1,452	42	314	485
Schs. *not* connected with Ch. of E.	375	—	375	365	331	271	10	44	104	400	—	400	392	349	302	8	51	98
Rom. Cath. Schools	305	—	305	298	269	222	7	36	83	181	—	181	179	155	141	2	26	40
Total - -	2,446	—	2,446	2,383	2,014	1,756	63	432	690	2,518	—	2,518	2,466	2,127	1,895	52	391	623
Scotland.																		
Schools connected with *Ch. of Scot.*	38	—	38	34	33	32	4	5	6	12	—	12	12	11	12	—	1	—
Free. Ch. Schools -	20	—	20	20	19	19	—	1	1	32	—	32	32	31	32	—	1	—
Episcopal Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Rom. Cath. Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total - -	58	—	58	54	52	51	4	6	7	44	—	44	44	42	44	—	2	—
Total Even. Schools, Great Britain -	2,504	—	2,504	2,437	2,066	1,807	67	438	697	2,562	—	2,562	2,510	2,169	1,939	52	393	623

(No. 8.)—Statistics of Inspection under Revised Code, from 1 September 1867 to 31 August 1868—*continued.*

Attendance, Examination, and Results of Examination—*continued.*

Denominations.	Total. (Standards I. to VI. inclusive.)									Passes.					
	Number of Children presented for Examination.			Number of those Children						On Individual Examination under Article 40 *b* & *c.*	Without Individual Examination.				
				Who passed in			Who failed to pass in				Under Article 40 *b* (2).				
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.		Under Article 40 *b* (1)*.	Present.	Absent.*	Total.	Under Article 47 *b.*
England and Wales.															
Day Schools.															
Schools connected with *Nat. Society*, or *Ch. of England*	293,466	174,988	468,454	420,070	409,349	356,266	48,384	59,105	112,188	1,185,685	577	148,490	214	148,704	249
Brit., Wes., and other Schools *not* connected with Ch. of E.	79,152	58,264	137,416	124,542	123,382	105,153	12,874	14,034	32,263	353,077	142	35,836	99	35,935	89
Roman Catholic Schools	22,517	11,613	34,130	31,614	31,471	28,150	2,516	2,659	5,980	91,235	—	14,014	22	14,036	16
Total	395,135	244,865	640,000†	576,226	564,202	489,569	63,774	75,798	150,431	1,629,997	719	198,340	335	198,675	354
Scotland.															
Schools connected with *C. of S.*	39,986	26,513	66,499	64,265	59,096	55,404	2,234	7,403	11,095	178,765	—	8,577	—	8,577	—
Free Church Schools	18,511	13,666	32,117	31,680	29,954	28,398	437	2,163	3,719	90,032	—	4,102	—	4,102	—
Episcopal Schools	2,925	1,483	4,408	4,028	4,033	3,625	380	375	783	11,686	—	1,253	—	1,253	—
Roman Catholic Schools	3,314	1,560	4,874	4,646	4,544	4,072	228	330	802	13,262	—	1,052	—	1,052	—
Total	64,736	43,162	107,898	104,619	97,627	91,499	3,279	10,271	16,399	293,745	—	14,984	—	14,984	—
Total Day Schools, Great Britain	459,871	288,027	747,898†	680,845	661,829	581,068	67,053	86,069	166,830	1,923,742	719	213,324	335	213,659	354
Evening Schools.															
England and Wales.															
Schools connected with *Nat. Society*, or *Ch. of England*	36,329	—	36,329	33,337	30,219	28,968	2,992	6,110	7,361	92,524	—	—	—	—	—
Brit., Wes., and other Schools *not* connected with Ch. of E.	7,531	—	7,531	7,066	6,567	6,223	465	964	1,308	19,856	—	—	—	—	—
Roman Catholic Schools	8,639	—	8,639	7,910	7,474	6,855	729	1,165	1,784	22,239	—	—	—	—	—
Total	52,499	—	52,499‡	48,313	44,260	42,046	4,186	8,239	10,453	134,619	—	—	—	—	—
Scotland.															
Schools connected with *C. of S.*	653	—	653	623	588	589	30	65	64	1,800	—	—	—	—	—
Free Church Schools	274	—	274	270	266	257	4	8	17	793	—	—	—	—	—
Episcopal Schools	10	—	10	9	9	10	1	1	—	28	—	—	—	—	—
Roman Catholic Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	937	—	937	902	863	856	35	74	81	2,621	—	—	—	—	—
Total Evening Schools, Great Britain	53,436	—	53,436‡	49,215	45,123	42,902	4,221	8,313	10,534	137,240	—	—	—	—	—

* Passes allowed on children absent on account of epidemic; 316 in day schools under Article 40 *b* (1), and 335 under Article 40 *b* (2).

† 1,316 children, *not* included here, were also examined; but having been presented in the same or lower Standards than those in which they had been previously examined, in violation of Article 46, were struck off the official returns.

‡ 18 Evening scholars.

Results of Examination—*continued.*

Denominations.	Number of Examination Passes deducted *not* fulfilling								Number of Non-examination Passes deducted— Under Article 40 *b* (2), *not* fulfilling							Under Article 40 *a*, *not* fulfilling							
	Article 4.	Article 51 *a*.	Article 51 *b*.	Article 51 *c*.	Article 51 *d*.	Article 52 *d*.	Article 143.	Total.	Article 4.	Article 40 *b* (2).	Article 51 *a*.	Article 51 *b*.	Article 51 *d*.	Article 52 *d*.	Total.	Article 4.	Article 40 *a*.	Article 51 *a*.	Article 51 *b*.	Article 51 *c*.	Article 51 *d*.	Article 52 *d*.	Total.
Day Schools.																						
England & Wales. Schools connected with *National Society*, or *Church of England* - -	10,146	746	1,868	45	547	12,228	—	25,580	478	176	236	659	64	426	2,039	6,637	1,443	891	4,193	30	440	7,739	21,373
England & Wales. *British, Wesleyan*, and other Schools *not* connected with Church of England - -	5,778	756	818	—	—	5,515	—	12,867	212	88	47	290	—	165	802	3,013	29	499	884	—	158	2,774	7,357
England & Wales. *Roman Catholic* Schools - -	159	102	78	—	35	—	—	374	15	37	11	—	5	—	68	99	20	72	87	—	17	—	295
Total - -	16,083	1,604	2,764	45	582	17,743	—	38,821	705	301	294	949	69	591	2,909	9,749	1,492	1,462	5,164	30	615	10,513	29,025
Evening Schools.																						
England & Wales. Schools connected with *National Society*, or *Church of England* - -	29	38	392	—	—	403	323	1,185	—	—	—	—	—	—	—	10	374	13	150	—	—	111	658
England & Wales. *British, Wesleyan*, and other Schools *not* connected with Church of England - -	24	—	51	—	—	—	164	239	—	—	—	—	—	—	—	7	16	—	23	—	72	—	118
England & Wales. *Roman Catholic* Schools - -	—	—	—	—	—	—	117	117	—	—	—	—	—	—	—	—	9	—	—	—	—	—	9
Total - -	53	38	443	—	—	403	604	1,541	—	—	—	—	—	—	—	17	399	13	173	—	72	111	785

(No. 8.)—STATISTICS of INSPECTION under REVISED CODE, from 1 September 1867 to 31 August 1868—*continued.*

Results of Examination—*continued.*

	DENOMINATIONS.	Per-centage of the number examined in each Standard (confined to Children *above* 10 Years of Age), who failed to pass *completely* under Standards						Per-centage of the number examined in each Standard (confined to Children *under* 10 Years of Age), who failed to pass *completely* under Standards						Per-centage of the whole number of Children examined, who *failed to pass* in.			Per-centage of the whole number of Children examined, who *passed* in.			Per-centage of the number of Children examined in each Standard, who passed *completely* under Standards						
		I.	II.	III.	IV.	V.	VI.	I.	II.	III.	IV.	V.	VI.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	I.	II.	III.	IV.	V.	VI.	Total.
England and Wales.	DAY SCHOOLS.																									
	Schs. connected with *N. S.*, or *Ch. of E.* -	22·4	29·28	33·9	45·66	42·	40·93	28·46	32·22	33·83	45·23	44·06	37·55	10·33	12·62	23·95	89·67	87·38	76·05	71·98	68·42	66·13	54·44	58·16	59·67	66·06
	B., *W.*, and other Schs. *not* connected with Ch. of England	19·2	26·95	29·31	45·06	41·8	40·12	23·87	31·36	30·68	48·32	45·04	53·67	9·37	10·22	23·48	90·63	89·78	76·52	76·54	69·78	70·01	54·28	58·07	59·8	68·27
	Roman Cath. Schools	17·18	23·08	30·03	37·46	31·93	32·8	17·61	26·42	28·02	37·59	33·33	16·66	7·37	7·79	17·52	92·63	92·21	82·48	82·43	74·35	71·08	62·5	67·96	67·42	74·84
	Total - -	21·21	28·38	32·58	45·15	41·35	40·48	26·86	31·74	32·9	45·43	43·52	38·24	9·97	11·84	23·51	90·03	88·16	76·49	73·58	69·03	67·24	54·77	58·54	59·54	67·
Scotland.	Schools connected with *Ch. of Scotland*	15·33	15·91	28·	35·6	29·34	24·65	21·29	17·6	25·25	36·21	28·11	30·	3·36	11·14	16·69	96·64	88·86	83·31	79·01	82·72	73·74	64·26	70·72	75·26	75·73
	Free Church Schools	9·32	11·3	15·66	25·26	18·03	17·25	14·97	13·96	14·52	27·32	19·55	13·63	1·36	6·74	11·58	98·64	93·26	88·42	85·3	86·54	84·93	74·3	81·9	82·8	83·39
	Episcopal Schools -	22·41	28·1	24·18	41·47	28·75	38·38	21·76	26·33	27·2	42·68	36·36	50·	8·62	8·51	17·76	91·38	91·49	82·24	78·2	73·41	74·04	58·18	70·3	61·38	72·25
	Roman Cath. Schools	14·65	24·08	17·76	28·03	16·27	27·73	18·75	31·01	14·9	36·5	12·	—	4·67	6·77	16·45	95·33	93·33	83·55	81·52	70·32	83·82	69·68	84·11	72·66	77·74
	Total - -	13·89	15·36	23·62	32·35	25·11	22·74	19·38	17·61	21·76	33·95	25·82	25·64	3·04	9·52	15·2	96·96	90·48	84·8	80·9	82·81	77·37	67·29	74·85	77·21	77·96
	Total Day Schools, Great Britain -	20·5	26·86	31·23	43·09	38·76	37·26	25·85	29·72	31·23	43·85	40·45	35·53	8·97	11·51	22·3	91·03	88·49	77·7	74·55	70·92	68·76	56·72	61·15	62·76	68·59
England and Wales.	EVENING SCHOOLS.																									
	Schs. connected with *N. S.*, or *Ch. of E.* -	30·52	31·53	36·93	34·99	38·39	33·55	—	—	—	—	—	—	8·79	16·82	20·26	91·21	83·18	79·74	69·48	68·47	63·07	65·01	61·61	66·45	66·81
	B., *W.*, and other Schs. not connected with Ch. of England	23·12	27·12	27·84	31·44	33·33	30·	—	—	—	—	—	—	6·18	12·8	17·37	93·82	87·2	82·63	76·88	72·88	72·16	68·56	66·67	70·	72·58
	Roman Cath. Schools	25·07	33·34	41·86	39·15	30·16	30·38	—	—	—	—	—	—	8·43	13·48	20·65	91·57	86·52	79·35	74·93	66·66	58·14	60·85	69·84	69·62	67·55
	Total - -	28·51	31·2	36·42	34·84	36·59	32·89	—	—	—	—	—	—	7·98	15·69	19·92	92·02	84·31	80·08	71·49	68·8	63·58	65·16	63·41	67·11	67·76
Scotland.	Schools connected with *Ch. of Scotland*	10·87	13·28	22·72	29·	31·58	8·33	—	—	—	—	—	—	4·6	9·95	9·8	95·4	90·05	90·2	89·13	86·72	77·28	71·	68·42	91·67	81·47
	Free Church Schools	4·65	11·32	5·4	17·3	10·	3·12	—	—	—	—	—	—	1·46	2·92	6·21	98·54	97·08	93·79	95·35	88·68	94·6	82·7	90·	96·88	91·24
	Episcopal Schools -	33·33	—	—	50·	—	—	—	—	—	—	—	—	10·	10·	—	90·	90·	100·	66·67	100·	100·	50·	—	—	80·
	Roman Cath. Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Total - -	10·	12·5	17·53	25·32	24·13	4·54	—	—	—	—	—	—	3·74	7·9	8·65	96·26	92·1	91·35	90·	87·5	82·47	74·68	75·87	95·46	84·32
	Total Even. Schools, Great Britain -	28·26	30·92	35·98	34·64	36·3	32·4	—	—	—	—	—	—	7·9	15·56	19·72	92·1	84·44	80·28	71·74	69·08	64·02	65·36	63·7	67·6	68·05

EXTRACT from the REVISED CODE, showing what are the STANDARDS of EXAMINATION.

Article 48.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading -	Narrative in monosyllables	One of the narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing -	Form on black-board or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Arithmetic -	Form on black-board or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10, orally, from examples on black-board.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (common weights and measures).	A sum in practice or bills of parcels.

(No. 9.)

STATISTICS of INSPECTION under REVISED CODE, from 1 September 1867 to 31 August 1868—*continued.*

GRANTS.*

DENOMINATIONS.	Day Schools, Articles 40 (*a.*), (*b.*), 47, 54, and 90[1]. †												Evening Schools, Article 40 (*a.*), (*c.*)†								
	Amount of Grants awarded on												Amount of Grants awarded on								
	Examination.‡			Attendance.						Half Time, Article 47 *b.*			Total.			Examination.			Average Attendance.			Total.		
				Average.			Infants under 6.																	
ENGLAND & WALES.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
Schools connected with *N. S.* or *Ch. of E.* -	163,433	4	3	139,482	12	3	46,986	11	11	104	14	0	350,007	2	5	7,602	3	7	4,850	3	4	12,452	6	11
B., W., and other S. *not* connected with C. of E.	47,902	15	0	37,304	14	11	11,142	3	8	35	12	0	96,385	5	7	1,636	7	0	965	19	9	2,602	6	9
Roman Catholic Schs.	12,323	1	7	10,869	7	6	4,455	4	6	6	8	0	27,654	1	7	1,847	13	1	974	14	7	2,822	7	8
Total - £	223,659	0	10	187,656	14	8	62,584	0	1	146	14	0	474,046	9	7	11,086	3	8	6,790	17	8	17,877	1	4

* Grants to elementary schools under Revised Code are *confined* to *England* and *Wales*. Grants to elementary schools in *Scotland* will continue to be awarded under Code of 1860 until 30 June 1870; but the schools will in the meantime be inspected, and the children examined according to the forms and instructions of the Revised Code. (*Minute*, 21 *May* 1868.)

† Article 40. The managers of schools may claim at the end of each year, defined by Article 17:—

(*a.*) The sum of 4*s.* per scholar according to the average number in attendance throughout the year at the *morning and afternoon* meetings of their school, and 2*s.* 6*d.* per scholar according to the average number in attendance throughout the year at the *evening meetings* of their school.

(*b.*) For every scholar who has attended more than 200 morning or evening meetings of their school:—

1. If more than six years of age 8*s.*, subject to examination (Articles 46 and 48).
2. If under six years of age 6*s.* 6*d.*, subject to a report by the inspector that such children are instructed suitably to their age, and in a manner not to interfere with the instruction of the older children.

(*c.*) For every scholar who has attended more than 24 evening meetings of their school 5*s.*, subject to examination (Articles 46 and 48).

Article 47. Under any Half Time Act 100 attendances (Article 41) qualify individual scholars for the grant offered by Article 40 *b.*:—

(*a.*) Upon examination.

(*b.*) Without examination, after they have satisfied the inspector according to the highest Standard (Article 48), but continue to attend school under the Act.

For Articles 54 and 90[1], *see* Table No. 11.

‡ *See* Note (†) in Table No. 11.

Statistics of Inspection under Revised Code from 1 September 1867 to 31 August 1868—*continued.*

Table showing the effect of Articles 51–53[1], and 54[1] on Grants to 7,406 Schools (*Institutions*), with an average Attendance of 1,033,675 Children; 978,521 in Day Schools, and 55,154 in Night Schools.

Denominations.	Amount of Grants allowable under Articles 40–47, 54 and 90[1], for Attendance and Examination only. (1.)	Amount of addition to Grants as per Column (1), under Article 54[1]. (2.)	Amount of Reduction of Grants as per Column (1). (3.)						Total Amount of Reduction.	Net Amount of Grant paid.
			Under Article 51*b*.	Under Article 52*a*.	Under Article 52*b*.	Under Article 52*c*. (1).	Under Article 52*c*. (2).	Under Article 52*d*.		
England and Wales.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Day Schools:										
Schools connected with *Nat. Society* or *Ch. of England*	350,007 2 5	10 8 4	735 5 5	2,316 13 1	2,250 8 10	1,480 2 9	25 9 11	4,253 12 11	11,061 12 11	338,955 17 10
Brit., Wes., and other schools *not* connected with Ch. of Eng.	96,385 5 7	17 5 10	212 6 0	494 1 1	757 10 0	349 4 1	22 2 3	290 19 5	2,126 2 10	94,276 8 7
Roman Catholic Schools	27,654 1 7	- - -	114 9 1	161 11 8	310 0 0	729 1 5	0 7 6	80 15 8	1,396 5 4	26,257 16 3
Total Day Schools £	474,046 9 7	27 14 2	1,062 0 6	2,972 5 10	3,317 18 10	2,558 8 3	47 19 8	4,625 8 0	14,584 1 1	459,490 2 8
Evening Schools:										
Schools connected with *Nat. Society* or *Ch. of England*	12,452 6 11	- - -	3 15 4	2 3 9	0 11 5	65 6 3	- - -	28 9 10	100 6 7	12,352 0 4
Brit., Wes., and other Schools *not* connected with Ch. of Eng.	2,602 6 9	- - -	- - -	5 17 6	- - -	13 15 0	1 7 9	8 8 1	29 8 4	2,572 18 5
Roman Catholic Schools	2,822 7 8	- - -	- - -	24 11 8	- - -	58 4 11	- - -	- - -	82 16 7	2,739 11 1
Total Evening Schools £	17,877 1 4	- - -	3 15 4	32 12 11	0 11 5	137 6 2	1 7 9	36 17 11	212 11 6	17,664 9 10

Article 54[1]. Pupil-teachers engaged with the consent of the Committee of Council on Education according to the form of indenture in use under the Code of 1860, and the masters or mistresses by whom they are instructed, have a second charge for their several stipends and gratuities so long as their service fulfils the conditions prescribed by the Code of 1860, upon the money received by the managers under Article 40; and in case the money so received shall not be sufficient to meet the second charge upon it, the Committee of Council will add the sum requisite to make up the deficiency. (This Article has now expired as regards England and Wales).

The grant is reduced,—

Article 51*b*. By the amount due for the portion of the year defined by Article 17, during which the principal teacher was not duly certificated (Article 67).

Article 52*a*. By not less than one-tenth or more than one-half in the whole, upon the inspector's report, for faults of instruction* or discipline on the part of the teacher, or (after one year's notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction.

Article 52*b*. By sums of 10*l*. for every 40 or 30, after the first 50, of the average number of scholars in attendance, unless there be either one pupil-teacher fulfilling the conditions of Articles 81–9 for every such 40 scholars, or one certificated or assistant teacher fulfilling the conditions of Articles 67 and 91–3 respectively. The forfeiture is reduced from 10*l*. to 5*l*. if the failure to comply with these Articles be confined to the examination of a pupil-teacher (Article 88); but this reduction is made only once for the same pupil-teacher, and not in successive years for the same school.

Article 52*c*. By its excess above,—

(1.) The amount of school fees and subscriptions; or,

(2.) The rate of 15*s*. per scholar according to the average number in attendance } in the year defined by Article 17.

Article 52*d*. By the amount of any annual endowment (Article 93[2].)

* In Church of England Schools the Order in Council of 10th August 1840, and the instructions to inspectors relative to examination in religion, which are founded upon it, are included under this paragraph.

No. 11.—TABLE showing the OPERATION of ARTICLES 46 (*b*), 54, and 90[1], which Five Months ending 31 August 1867, and for the Twelve

1.—For the Five Months

DENOMINATIONS.	Number of Schools (under separate Teachers) examined.			Average Number of Children in Attendance in those Schools.			Number of Schools under separate Teachers which have received additional Grants under Articles 46 (*b*), 54, or 90[1]	
	Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Total.	Under Six Years of Age.	Over Six Years of Age.	Total.	With an average Attendance of less than 65 Scholars per School, the Number of Scholars *over* Six Years of Age attending all such Schools together being 7,406 in 1867, and 32,979 in 1868.	With an average Attendance of 65 or more Scholars per School, the Number of Scholars *over* Six Years of Age attending all such Schools together being 35,612 in 1867, and 216,365 in 1868.
1.	2.	3.	4.	5.	6.	7.	8.	9.
ENGLAND AND WALES.								
Schools connected with *National Society* or *Church of England*	1,378	830	2,208	26,603	151,387	177,990	142	244
British, Wesleyan, and other Schools *not* connected with *Church of England* - - -	334	127	461	7,627	38,971	46,598	34	71
Roman Catholic Schools - -	36	65	101	1,552	7,366	8,918	5	8
Total - -	1,748	1,022	2,770	35,782	197,724	233,506	181	323

2.—For the Twelve Months

Schools connected with *National Society* or *Church* of *England*	4,316	2,814	7,130	82,124	508,417	590,541	621	1,319
British, Wesleyan, and other Schools *not* connected with Church of England - - -	1,121	421	1,542	22,086	145,164	167,250	106	510
Roman Catholic Schools - -	145	256	401	5,752	35,525	41,277	17	41
Total - - -	5,582	3,491	9,073	109,962	689,106	799,068	744	1,870

EXTRACT from the

ARTICLE 46.—Every scholar for whom the grants dependent upon examination are claimed (Article 40, (*b*) 1) must—

(*b.*) After having been presented for examination in Standard VI., satisfy the inspector in some specific subject of secular instruction, provided for in the time tables of the school in use throughout the past year (Article 17), beyond Standard VI.

ARTICLE 54.—The grant is increased at the rate of 1*s.* 4*d.* per examination, satisfying the inspector (*pass*) in reading, writing, or arithmetic (Article 48), up to any number of such examinations, not exceeding 120, on the following conditions, viz.:—

(*a.*) The number of teachers must have allowed throughout the past year (Article 17) at least one certificated or one assistant teacher, fulfilling respectively the conditions of Articles 67 and 91–3, for every 80 scholars, or one pupil-teacher fulfilling the conditions of Articles 81–9 for every 40 scholars, after the first 25 of the average number of scholars in attendance.

(*b.*) The number of passes in reading, writing, and arithmetic must—

1. Exceed 200 per cent. of the annual average number of scholars in attendance who are over six years of age. In schools where the calculation of average attendance is made indiscriminately upon scholars above and scholars under six years of age, the school registers of age are to determine in what ratio the average number in attendance is to be divided.
2. Fall under Standards IV.–VI. to the extent of at least one-fifth part of the whole number of passes.

(*c.*) The time tables of the school in use throughout the past year (Article 17) must have provided for one or more specific subjects of secular instruction beyond Article 48. The inspector must name the

embody Paragraphs I., II., and III. of the MINUTE of 20 February 1867; for the Months ending 31 August 1868 (Report, 1866–7, p. xcviii.)

ending 31 August 1867.

Amount granted under					Number of Schools under separate Teachers in which the additional Grant was lost by the Operation of—					Article 54 (*c*.)		
										Number of Schools wherein Examination in an extra Subject was accepted, and—		
Article 46 (*b*.)	Article 54.	Article 90[1] (1.)	Article 90[1] (2.)*	Total.†	Article 54 (*a*.)	Article 54 (*b*.) 1.	Article 54 (*b*.) 2.	Article 54 (*c*.)	Total.‡	Passed successfully, the average Number of Scholars *over* Six Years of Age attending such Schools being 45,106 in 1867, and 207,508 in 1868.	Not passed successfully, the average Number of Scholars *over* Six Years of Age attending such Schools being 21,543 in 1867, and 104,779 in 1868.	Total; the average Number of Scholars *over* Six Years of Age attending such Schools being 66,649 in 1867, and 312,287 in 1868.
10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.								
188 18 8	312 2 5	- -	- -	501 1 1	537	773	730	1,790	1,926	373	173	546
70 16 0	70 2 6	- -	- -	140 18 6	141	136	137	336	390	117	98	215
3 4 0	11 10 4	- -	- -	14 14 4	20	25	38	86	89	11	1	12
262 18 8	393 15 3	- -	- -	656 13 11	698	934	905	2,212	2,405	501	272	773
ending 31 August 1868.§												
1,328 4 4	7,616 10 2	780 0 0	- -	9,724 14 6	1,520	2,599	2,332	5,200	5,932	1,762	982	2,744
573 14 0	2,323 12 11	281 5 0	- -	3,178 11 11	416	478	479	961	1,187	561	282	843
27 9 4	252 5 3	52 10 0	- -	332 4 7	127	109	189	338	361	60	9	69
1,929 7 8	10,192 8 4	1,113 15 0	- -	13,235 11 0	2,063	3,186	3,000	6,499	7,480	2,383	1,273	3,656

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specific subject or subjects in his report, and must state that at least one-fifth part of the average number of scholars over six years of age have passed a satisfactory examination therein.

ARTICLE 90[1].—The managers of schools wherein it appears from the inspector's last report that the number of teachers throughout the year (Article 17) has been sufficient to satisfy Article 54 (*a*) may claim grants—

1. At the rate of 10*l*. for every male pupil-teacher admitted (Articles 105–110) into a normal school from candidates placed by examination in the first class, and 5*l*. for every male pupil-teacher so admitted from candidates placed in the second class; also—
2. For every male pupil-teacher who, having been admitted (Articles 105–110) into a normal school, is at the end of his first year's residence placed in the first or second division (Articles 119, 121, 102[3]), *viz*., 8*l*. for every such pupil-teacher placed in the first division, and 5*l*. for every such pupil-teacher in the second division of students.

* Cannot operate until after the end of the year 1868.

† Included in the column "Examination" in Table No. 9.

‡ In comparing this total with the sum of the figures under columns 15, 16, 17, and 18, it must be borne in mind that in many instances the same school may have failed to satisfy *two* or *more* of the conditions of Article 54.

§ Including, for the most part, the schools in the table above, the grants being *annual*.

NOTE.—The difference between the numbers under column 4 and the sum of the numbers under columns 8, 9, and 19 is made up of schools which received grants under Articles 46 (*b*) and 90[1], but failed to satisfy one or more of the conditions of Article 54.

(No. 12.)

DAY SCHOOLS examined, under ARTICLE 48, for *Simple Inspection only.*

	DENOMINATIONS.	Number of Schools (Institutions).	Number of Children in Average Attendance in those Schools.				STANDARD I.							STANDARD II.							STANDARD III.						
							Number of Children presented for Examination.			Number of those Children																		
										Who passed in			Who failed to pass in						Who passed in			Who failed to pass in						
			Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Infants.	Total.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
England & Wales.	DAY SCHOOLS.																													
	Schs. connected with *Nat. Soc.*, or *Ch. of England*	269	5,431	2,924	801	9,156	2,564	141	2,705	1906	1641	1247	799	1064	1458	1,861	541	2,402	1022	1985	1070	480	417	1332	901	1002	1903	1627	1342	1003	276	561	900
	Brit., Wes., and other Schools *not* connected with Ch. of England	32	1,534	294	37	1,865	368	35	403	356	345	307	47	58	96	300	110	410	358	355	270	52	55	140	117	193	310	285	246	202	25	64	108
	Roman Catholic Schools	5	109	140	70	319	125	16	141	111	102	84	30	39	57	68	26	94	79	85	50	15	9	35	45	55	100	95	96	67	5	4	33
	Total	306	7,074	3,358	908	11,340	3,057	192	3,249	2373	2088	1638	876	1161	1611	2,229	677	2,906	2359	2425	1390	547	481	1507	1063	1250	2313	2007	1684	1272	306	629	1041
Scotland.	Schools connected with *Church of Scotland*	28	1,510	14	222	1,746	481	32	513	486	389	368	27	124	145	179	51	230	224	215	164	6	15	66	97	103	200	193	159	156	7	41	44
	Free Church Schools	9	978	78	—	1,056	132	9	141	136	126	118	5	15	23	140	13	153	150	150	130	3	3	23	70	101	171	165	164	162	6	7	9
	Episcopal Schools	1	—	—	—	—	17	1	18	5	5	5	13	13	13	—	—	—	—	—	—	—	—	—	6	3	9	3	3	2	6	6	7
	Roman Catholic Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Total	38	2,488	92	222	2,802	630	42	672	627	520	491	45	152	181	319	64	383	374	365	294	9	18	89	173	207	380	361	326	320	19	54	60
	Total, Great Britain	344	9,562	3,450	1130	14142*	3,687	234	3,921	3000	2608	2129	921	1313	1792	2,548	741	3,289	2733	2790	1693	556	499	1596	1236	1457	2693	2368	2010	1592	325	683	1101

* Of the 344 Schools examined under Article 48, no returns have been made for 99, viz.: Church of England, 85; British and Wesleyan, 7; Roman Catholic, England and Wales, 3, Church of Scotland, 3; and Episcopal, Scotland, 1.

No. 12.—Day Schools examined, under Article 48, for *Simple Inspection only*—continued.

Denominations.	Standard IV.									Standard V.								
	Number of Children presented for Examination.			Number of those Children						Number of Children presented for Examination.			Number of those Children					
				Who passed in			Who failed to pass in						Who passed in			Who failed to pass in		
	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	Under 10 Years of Age.	Over 10 Years of Age.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.
Day Schools.																		
England & Wales. Schools connected with *National Society* or *Church of England*	251	943	1,194	1,065	870	681	129	324	513	24	328	352	310	260	229	42	92	123
England & Wales. Schools connected with *British*, *Wesleyan*, and other Schools *not* connected with Church of England	34	172	206	188	164	100	18	42	106	4	53	57	55	53	35	2	4	22
England & Wales. *Roman Catholic* Schools	13	51	64	55	43	39	9	21	25	3	18	21	20	15	15	1	6	6
England & Wales. Total	298	1,166	1,464	1,308	1,077	820	156	387	644	31	399	430	385	328	279	45	102	151
Scotland. Schools connected with *Church of Scotland*	28	133	161	159	133	132	2	28	29	3	28	31	31	30	24	—	1	7
Scotland. *Free Church* Schools	4	65	69	67	49	55	2	20	14	1	48	49	49	45	48	—	4	1
Scotland. *Episcopal* Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Scotland. *Roman Catholic* Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Scotland. Total	32	198	230	226	182	187	4	48	43	4	76	80	80	75	72	—	5	8
Total, Great Britain	330	1,364	1,694	1,534	1,259	1,007	160	435	687	35	475	510	465	403	351	45	107	159

Denominations.	Standard VI.									Total. (Standards I. to VI. inclusive.)								
England & Wales. Schools connected with *National Society* or *Church of England*	3	140	143	142	122	106	1	21	37	5,604	3,095	8,699	6,972	6,220	4,336	1,727	2,479	4,365
England & Wales. Schools connected with *British*, *Wesleyan*, and other Schools *not* connected with Church of England	—	41	41	40	39	28	1	2	13	823	604	1,427	1,282	1,202	942	145	225	485
England & Wales. *Roman Catholic* Schools	1	10	11	11	10	11	—	1	—	255	176	431	371	351	275	60	80	156
England & Wales. Total	4	191	195	193	171	145	2	24	50	6,682	3,875	10,557	8,625	7,773	5,553	1,932	2,784	5,004
Scotland. Schools connected with *Church of Scotland*	2	30	32	32	25	29	—	7	3	790	377	1,167	1,125	951	873	42	216	294
Scotland. *Free Church* Schools	—	19	19	19	19	19	—	—	—	347	255	602	586	553	532	16	49	70
Scotland. *Episcopal* Schools	—	—	—	—	—	—	—	—	—	23	4	27	8	8	7	19	19	20
Scotland. *Roman Catholic* Schools	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Scotland. Total	2	49	51	51	44	48	—	7	3	1,160	636	1,796	1,719	1,512	1,412	77	284	384
Total, Great Britain	6	240	246	244	215	193	2	31	53	7,842	4,511	12,353	10,344	9,285	6,965	2,009	3,068	5,388

REPORTS ON ELEMENTARY SCHOOLS.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. H. W. BELLAIRS, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* BERKS *and* OXFORD.

MY LORDS,

Population of the district.

THE population of my district, consisting of certain unions in the counties of Oxford and Berks, according to the last census returns of 1861 was 221,796. Assuming that the sixth of a population are of school age from 4 to 12, and that the school life is 6 years—three fourths of this number ought to be at school at one time—this in my district would be 27,724. The number of Church of England day schools in receipt of annual grants actually inspected was 126, *i.e.*, one to every 1,760 inhabitants. The number of children produced for *inspection* was, boys 5,742, girls 5,165, total 10,907; or nearly one twentieth of the population, and 39 per cent. of those who ought to be at school.

Educational condition of it in regard to church schools.

The average attendance in these schools was, boys 5,152, girls 4,382, total 9,534.

The number of certificated teachers was 151, of assistant teachers 6, of pupil teachers 76.

There are on the books of the several schools,—

996	Under 4 years old.					
1,197	Between	4	and	5	years	old.
1,480	„	5	„	6	„	„
1,663	„	6	„	7	„	„
1,659	„	7	„	8	„	„
1,596	„	8	„	9	„	„
1,407	„	9	„	10	„	„
1,148	„	10	„	11	„	„
801	„	11	„	12	„	„
535	„	12	„	13	„	„
261	„	13	„	14	„	„
95	Over 14.					
Total 12,838						

of whom 2,840 or about $\frac{1}{4}$ are over ten years of age.

As a rule no children in my district under this age are in lessons beyond those required in Standard IV., *i.e.*, reading an easy book, and writing dictation lessons from it, and working compound sums in the four rules confined to money.

This amount of knowledge is the very lowest that will enable a child to read the Bible with satisfaction to

itself, to pen a simple letter to parent or friend, or to transact any money matters with safety.

It appears therefore that there are on the books in Church of England schools in my district 2,840 children in this position. But of these many are incapable of passing the examination of Her Majesty's Inspector, and in consequence are withdrawn by the teachers on the day of inspection.

Thus while 10,907 children were produced for *inspection*, of whom 2,184 were infants and not individually examined, 2,552 or something like 25 per cent. were dismissed before the examination, either as being incompetent, or as having failed to fulfil Art. 40–47, of the Code. And of those presented for examination, by far the greater number were in subjects below their years. Of the 6,151 presented for examination under Art. 40–47, 201 being infants, the passes were,—

Results of examinations.

In reading 4,240 or ·712 cir. 71 per cent.
„ writing 4,219 or ·709 cir. 71 „ „
„ arithmetic 3,852 or ·647 cir. 65 „ „

Causes of failures.

The failures are no doubt, in many instances, attributable to irregularity of attendance, and the ignorant state in which so many children come into the annual grant schools. In the 126 schools examined for annual grants, I find that 3,925 children were in their respective schools less than one year, and 2,397 one year only.

Irregularity of attendance.

To what extent this irregularity of attendance might be corrected by measures short of compulsion it is difficult to say. But I presume there is nothing in the nature of a man who labours with the hand which should make him differ in nature from him who labours with the brain. No compulsion is necessary to induce men in my own condition of life to undergo sacrifices for the education of their children. We do it not because we are more virtuous in ourselves, but because we have more faith and hope in what we do. The labouring poor have yet to see reason for the exercise of the same motives. If a sound system of national education could be established with efficient secondary schools dotted throughout the country, to which the most promising boys of all grades might find entrance, perhaps competitively, with a fair future before them, then possibly we should see the poor man more anxious than he is to keep his children regularly at school; this at least has certainly shown itself in some few instances within my knowledge, where one or two promotions from the village school to higher positions have exercised a salutary influence in increasing regularity of attendance and longer school life.

Parental sacrifice for education not necessarily confined to higher classes of society.

Prudential motives for self-sacrifice wanting among the poor.

A possible remedy for parental apathy in the poor.

The conditions of a good primary school.

In many of the annual grant schools the condition is good, and in these the failures are few; but this is not the case in all. To secure really good instruction in an elementary school, firm and judicious supervision, an adequate staff, with skill and diligence in the master or mistress should combine, where one or other of these fail, loss necessarily follows.

The confinement of management to one person inexpedient.

The plan of confining the management to one person has a tendency to reduce efficiency. If the manager should be, as sometimes happens, indifferent or careless in the matter, this function naturally falls into abeyance, and the teacher, perhaps young and inexperienced, is left without direction, advice or sympathy. If he be earnest, the management then is a kind of imperialism, in which the interest centres in one person, who has to supply funds, and, if necessary, to pay deficits. Men will not support an institution in the management of which they have no share, nor take enduring interest in a cause in which they have no feeling of responsibility. In many parts of my district the laity, especially those in the middle ranks of society, are not only utterly indifferent, but ignorant of the condition and nature of the schools which exist in the very midst of them. Hence, when the manager is poor, or indisposed to a liberal policy, the coat has to be cut to the cloth, and everything reduced to the minimum scale of expenditure, and in many instances, as long as the capitation grants can be secured, there is no attempt to carry instruction further. In some cases, even, the attempts to secure the capitation grants are confined to the barest and baldest methods of instruction; so much so, that if a child can repeat in a monotonous drawl the words of a reading lesson, and if he possess the power of merely writing letters of divers sizes and sundry shapes, of repeating the multiplication table by "times," "twice one's two, twice two's four," without being able to answer questions at hazard, or can say the Catechism by rote without understanding its meaning, he is supposed to discharge the bond and satisfy the requirements of the Code; many persons arguing that in prescribing by the Revised Code the point below which grants are not to be made, your Lordships have determined the point beyond which instruction need not go.

Progress of children subservient to securing capitation grants.

Pecuniary interest of teachers sometimes opposed to progress of children.

The pecuniary interests of the teachers are often, as when they receive capitation grants in part salary, opposed to the intellectual progress of the children; *i.e.*, a teacher is often tempted to keep a standard down at the lowest level of "pass" rather than incur any risks of losing capitation grants by introducing it to subjects beyond the "schedule." Hence, since the Revised Code has come into operation higher subjects in many schools are discontinued (the Minute of

February 1867 is not sufficient to correct this), the religious knowledge has fallen off, and the general intelligence of the upper classes is diminished. An inspector may "recommend deductions," that most delicate and difficult part of his duty, entailing pain and anxiety, with much unpopularity, but in many cases this is not sufficient. Efficient management alone will meet the case, and my experience is that sole management is not the most efficient.

Importance of superintendence.

Another cause of failure is the unskilfulness as well as the comparative youth and inexperience of the teachers. The latter cannot, of course, be altered; but the former can. Much of it, I suspect, arises from the imperfect way in which the pupil-teachers are exercised in class management and teaching in their respective schools, and from the want of proper means in some of the normal schools for practice. In this district, *e.g.*, the students at Culham have to learn the practical parts of their profession in a school where the numbers in attendance will not admit of anything like extensive or continuous exercise. I have sometimes thought that a second day might profitably be spent by the inspector in some of the large schools in his district where pupil-teachers are employed in ascertaining the general administration and the way in which the pupil-teachers manage and teach their classes. It is impossible to do this satisfactorily on the same day in which he conducts the individual examination of the children. I have also thought that instead of the lessons given to a class at the normal schools in the presence of the inspector, it might be well for each of the students to take the management and teaching of a class in the practising school in the presence of the inspector, for at all events a sufficient time to exhibit his skill in drill and in the methods of teaching, not one but all the ordinary subjects of an elementary school, *e.g.*, reading, dictation, and arithmetic, slate and mental.

Youth and inexperience of teachers causes of failure.

Pupil-teachers imperfectly exercised in teaching and managing classes.

Importance of "practising" schools in training teachers.

Suggestions for improving skill of pupil-teachers.

and of students in Normal schools.

The want of sufficient agency is another cause of failure. In many schools where the funds are low, the master or mistress has to teach six standards of children without assistance. The effect of this, under ordinary circumstances, is inevitable.

Deficient agency a cause of failure.

Some of the very small schools fail from want of numbers in scholars, as well as of funds. The question of grouping small parishes with one efficient central school has not received the attention it deserves. The present plan of confining school management to the clergy of the respective parishes interferes here. Each one feels that he would be guilty of disloyalty to the parochial system if he consented, however indirectly, to place his children in a school out of his own cure.

Combination of small schools desirable: obstacles to it.

Schools under simple inspection generally inefficient.

In the five schools examined under "simple inspection" there were present 184 boys and 142 girls = 326. Of these 95 passed in reading, *i.e.* ·291 or 29 per cent.; 62 in writing, *i.e.*, ·190 or 19 per cent.; and 23 in arithmetic, *i.e.*, ·070 or 7 per cent. The condition of these schools is, as will be seen, very much below in attainments that of the annual grant schools. The former passing in reading only two-fifths of those passed in the latter; in writing one-fourth, and in arithmetic one-tenth. There is a correspondent loss in discipline, and this, although the cost per child is higher. In the annual grant schools it is 1*l.* 7*s.* 6¾*d.* per child, while in the simple inspection schools it is 1*l.* 8*s.* 1¼*d.*

Inspection of them in great measure useless.

My experience of many years is that "simple inspection" is in most cases wasted. In many instances the managers dislike, in others neglect to fill up the forms. The classification is so imperfect that it is impossible to examine with strict accuracy or comfort. The teachers are so ignorant and unskilful that recommendations are thrown away, and the managers, if suggestions are offered, receive them with either dislike or a good-humoured smile, saying, "Your advice may "be all very good, but we have no means to carry it out."

They do not properly educate.

All that can be said for these schools is that they are probably superior in accommodation to those that have received no building grant, and at all events better than none. But they do not educate the children as they ought to do, and many efficient teachers tell me that they prefer to have a child of eight years old who has learnt nothing but the alphabet and to form letters at home to one of the same age who has been misinstructed in a bad school. My own experience in great measure bears this out.

Night schools.

I have not been able to inspect any night schools, but have revised and marked the papers of 595 scholars, fulfilling Articles 40–47. Of these 557 were males and 38 females; total 595. 527 were passed in reading by the local examiners, 378 were passed by Her Majesty's inspector in writing and dictation, and 392 in arithmetic; that is, the local examiners passed in reading at the rate of ·885 or 88½ per cent., while Her Majesty's inspector passed in writing and dictation at the rate ·635 or 63½ per cent., and in arithmetic at the rate of ·658 or nearly 66 per cent.

From which it appears that Her Majesty's inspector did not pass in writing and spelling and arithmetic three-fourths of those passed in reading by the local examiners. I do not quote these figures with the slightest idea of casting any imputation of improper proceedings upon the local examiners. They are generally selected by the managers for their superior abilities in educational matters, and their interest in

elementary schools, but to prove what I have long known, that the standard of efficiency in the minds of local managers is much lower than that recognized by the Committee of Council.

Standard of efficiency of local examiners different from that of Committee of Council.

The following sets of sums taken at hazard from those I carry in my official pocket book for daily use, will show the standard of efficiency I observe in arithmetic. I pass every child in each standard who works correctly one of the three sums. It is difficult to give a specimen of dictation exercise, but as the per-centages of passes in reading and writing exceed considerably those in arithmetic, if the latter are not too severe, it may be assumed *à fortiori* that the former are not:—

Standard of efficiency shown by examples.

STANDARD II.

409 + 76 + 517 + 68 + 907 =
403 − 76 =
811 − 65 =

STANDARD III.

9087 × 25 =
3015 ÷ 8 =
5011 ÷ 9 =

STANDARD IV.

£	s.	d.	
708	17	6¾	× 28 =
537	15	8	÷ 9 =
630	14	7	÷ 8 =

STANDARD V.

14 lbs. 7 ozs. 16 dwts. 14 grs. × 37 =
58 tons 13 cwt. 8 lbs. ÷ 9 =
17 bush. 3 gall. 2 qts. ÷ 8 =

STANDARD VI.

209 articles at 4*s.* 8½*d.* each =
26 cwt. 1 qr. 10 lbs. at 3*l.* 11*s.* 2*d.* per cwt. =
37 a. 1 r. 28 p. at 2*l.* 2*s.* per acre =

Income of schools.

The aggregate income of the 123 annual grant schools inspected is—

	£	s.	d.
From endowment	887	4	4
„ voluntary contributions	5,677	12	9
„ school pence	3,658	16	9
„ other sources	428	6	2
	£7,652	0	0

Endowments.

Of these sources, the endowments, although relieving the managers of a certain amount of difficulty in providing funds, do not tend much in my opinion to increase the efficiency of schools in places where annual grants are paid. Under

ordinary circumstances every parish possesses within itself the elements of school support, and when a promoter will incur the labour and anxiety of collecting funds there is no need of drawing upon the capital of a former generation.

In some cases I have found an endowment acting prejudicially by removing that stimulus to exertion in the teacher which the earning of the annual grants secures. In one case the condition of a school deteriorated some 50 per cent. after the master had discovered that he had no interest in the annual grant in consequence of the endowment by Art. 93 of the Revised Code.

In some places, where the endowments cover the whole expense, they are I doubt not very mischievous, enabling as they do indifferent trustees or incompetent teachers to defy the demands of public opinion or the claims of the children, and to stereotype the education of the place at or below the point of efficiency which prevailed when the endowment was first given.

Voluntary contributions.

In regard to voluntary contributions, in many places these might be considerably increased if the constitution of managing committees could be so altered as to enlist more the sympathies of the laity.

Where the clergy have thrown the general management upon the parish, making all to feel themselves responsible for the well-being and support of the school, there contributions from sources hitherto unsuspected have fallen into the exchequer.

School payments.

The prevalent notions among the poor in regard to school payments are extremely unsatisfactory. In some places they see the different religious bodies erecting and supporting schools on principles rather of religious sectarianism and propagandism than of intellectual enlightenment. Where rival schools exist they find these different institutions competing for their children. In other places where one school alone exists they are obliged to accept, principally as a boon from the clergyman of the parish, the instruction of their children, regarding the penny or twopence per week paid by them more as an arbitrarily fixed fine than as a fair contribution towards the necessary expenses of the school. They know nothing of the quality of instruction given, or of the cost at which it is effected; and hence, naturally enough, satisfy themselves with paying the lowest possible fee, and resist with considerable opposition any attempt at an advance of payment. This eleemosynary system may, perhaps, be necessary in districts where the price of labour is low, but it eliminates from the poor a great deal of that self-respect and exercise of self-denial and sense of responsibility in the

education of their children which it is most important to cultivate. In many places the penny per week might be raised to twopence; in some, perhaps, to threepence, with the option of monthly or quarterly prepayments, subject to a per-centage deduction. Every child might be obliged to provide itself with a satchel, and books and apparatus be either purchased or rented by him.

Calculations on the state of efficient education in the district and elsewhere.

The condition of my district in respect of education in "aided schools" generally, I can but guess at, as my work is confined to one particular class of schools; but the following statistics, which bear upon the subject, are interesting.

Mr. Fraser, in one of his letters to the "Times" on the education of the people, calculates that out of 2,700,000 children of all ages in the public and private week-day schools of this country 900,000 are in schools aided by the State, *i.e.*, one-third, or rather more than 33 per cent. I have already shown that there ought to be in my district 27,724 children at school at the same time, and that on the days of inspection 10,907 were present, or 39 per cent. of that number, or 6 per cent. more than Mr. Fraser allows for attendance at all aided schools, Dissenting as well as Church. This excess may be either from increase of population or local circumstances.

But of the 10,907 present at my inspection 2,552, or 25 per cent., were dismissed by the teachers before examination as being unfit for it, leaving for examination 8,335, of whom 2,184 were infants. Now if we subject Mr. Fraser's figures to the same manipulation we must assume that of the 900,000 children in aided schools 225,000, or 25 per cent., are ineligible for examination; that of the remaining 675,000 one third, or 225,000, are infants; one fourth only, or some 168,000, are over ten years of age; and of the 450,000 above the age of infants supposed to be eligible for individual examination by Her Majesty's inspectors 30 per cent. will fail in reading, 30 per cent. in dictation, and 35 per cent. in arithmetic; and of those that "pass" a great number, in some places the greater number, will be in classes below those in which they ought to be by one or two years.

This calculation illustrates the statement of Mr. Bruce in his address on national education at Manchester, where he he said, "If to the number wholly without schooling were "added those so imperfectly taught as to be unable to retain "the little they have learnt, I fear that at least 50 per "cent. of our population would be returned as practically "uneducated."

The late Mr. Harry Chester, to whom elementary education owes much, in a printed paper on this subject says,

"The present condition of education in Great Britain may "be thus stated: one half of the children of the working "classes between 3 and 13 years of age are under no "scholastic education at all; and of the other half it cannot "be truly said that under our present system they will ever "be half educated."

It is very important to bear these figures in mind when considering the educational condition of the country, *e.g.*, in the statistics collected by the Educational Commissioners in 1858 it is stated that 1 in 8·3 was under instruction in the county of Oxford. In the return made to the House of Commons in 1868 it is stated that in Oxford 6·3 are in average attendance in all schools, while that in day schools receiving annual grants the average attendance is 8,513, *i.e.*, 4·9 of the population.

In Berks, again, in the same paper it is stated that the average number in all schools is 6·08, while that in day schools receiving annual grants the average attendance is 9,898, *i.e.*, 4·8 of the population.

In the statistics of the Manchester and Salford Education Aid Society, it is stated, that of 104,000 children between the ages of 3 and 12, the number on the books of all the day schools of every class was 55,000, leaving 49,000 to be accounted for. And in Birmingham according to the statements of the Principal of the Saltley Normal School "out of 40,104 children between the ages of 5 and 10 there "were 18,518 scholars, *i.e.*, 46·17 per cent., or less than "one-half, and between the ages of 10 and 15, out of 34,495 "children, there were 9,926 scholars, *i.e.*, 28·78 per cent., or "considerably less than one-third under school instruction."

In none of these have we any statements as to the kind of instruction received.

The statistics of jails, penitentiaries, reformatories, and poor houses, all prove how deeply interested every one is in providing some remedy for our existing deficiencies.

Ignorance and crime connected.

In the statistics of ignorance and crime, quoted by the Times in an article some months since, it is proved:—

"That in these groups of counties in which the proportion of persons who signed the marriage register with marks exceeded the average, there was also an excess of crime, while in those groups where the proportion who signed the register with marks was low, the amount of crime was below the average. A low state of instruction is always accompanied with an increased criminal tendency, while a higher degree of instruction is coincident with the opposite result, so that if ignorance is not the parent of crime, it may at least be said to be its constant companion."

To 100 male criminals committed to prison last year, in the counties into which my district extends, the proportional

number with little or no instruction was; Berks 98·52; Oxon, 96·71; England and Wales, 95·25.

There is an impression in the minds of some influential persons in my district, that a stimulus might be given if H. M. inspectors were sent to neglected parishes as missionaries in the cause of education, to popularize the proceedings of the Committee of Council pointing out at the same time the advantages of improved and efficient schools. My experience does not encourage such expectations. We have, I think, enlisted all the persons who are sufficiently interested in the work, to undertake the self-sacrifice and self-denial, which it requires. The future progress of our present plan depends more upon the influx of fresh blood into the parishes, than by any stirring up of the old blood already therein.

Impressions in the minds of some persons that deficiencies may be reduced by sending H.M. Inspectors to neglected parishes.

Objections to this.

There are again still some who wish to get rid of the necessity of the certificate, in the notion that, by reiterated inspections, the inefficient teachers would become efficient.

And by taking away the necessity of certificate.

Whatever may be done, I sincerely hope the certificate may be preserved; even with it, the difficulty of maintaining a proper standard of efficiency is very great, without it, it would be impossible. The certificate represents an amount of knowledge and of professional skill in its possessor which enables an inspector at the time of inspection, to take up his position upon a known quantity, and from that to determine upon the quality of the subjects into which he has to investigate; without it, he would be liable to constant hesitation and mistakes, would have to spend on the day of inspection, a considerable portion of that time in ascertaining the mental attainments of the teacher, which ought to be spent in investigating the school keeping, methods of teaching, and general intelligence of the children, and moreover, would be inundated with applications from utterly inefficient schools, whose managers would apply year by year for grants, on the principle that half a loaf is better than no bread, and who, in default of grants, would be willing to make use of an inspector, as an organizing master, whose visits might perhaps make things bad a little better. There is nothing in my opinion which proves more strongly the low state of public opinion in England in regard to elementary education, than the frequent arguments used to prove that a lower standard of attainments for teachers than that required for the certificate would suffice for our primary schools.

Objections to this.

Attempts to get rid of necessity of certificate evidence of low state of public opinion on elementary education.

In an article in one of our popular periodicals, some months since the writer concludes his very interesting remarks on a German village school, thus:—

Conclusions drawn from working of a German village school.

"The conclusion I draw from these German village schools is, that they educate, train, pay, and provide a much larger number of much higher class men to teach village schools than we do. We give a high class man to a large school in a large town, and a low class man we think good enough for a small school in a small village to poor people. There it is not so. The pay and the qualifications of the village schoolmaster are as high as those of any larger or richer establishment. The truth is recognized that it is neither the ability to pay for education, the intelligence of the parents, nor the wealth of the place that gives a right to bad or good teaching. It is agreed to be the business of the community, of the State, and the government that the rising generation shall be trained in the best way for the duties of good citizens, and to make good husbands, and good wives, and good workmen; and that the common good of all can be best promoted by rendering each the best capable of performing the duties of our common life."

If sentiments like these could be instilled into the mind of this country, we should hear no more arguments in favour of untrained and unskilful teachers.

Restless state of certificated teachers deserves consideration.

The restless state of certificated masters generally, and the want of some provision by themselves for sickness and old age, are matters deserving the serious consideration of the Government.

Reasons for their restlessness.

The causes which appear principally to make our masters dissatisfied with their position are—

1. The disadvantages they often have to struggle under, from that deficiency of school funds of which I have spoken, whence follow imperfect agency, an unsatisfactory standard of attainments in the school, and a bad report from Her Majesty's inspector.

2. From the irregular attendance of the children, and the constant influx of ignorant or misinstructed children, who damage his classes, increase his anxieties and labour, and bring discredit upon his work.

3. From the absence of any probable advance in his profession.

If the first two difficulties could be removed or modified, and masterships of secondary schools come within his horizon, we may venture to hope that much of the present uneasiness and dissatisfaction which induces so many to leave the profession, and others to wish to leave it, would be removed.

Miss Burdett Coutts' Minute, failure of.

The experiment of grouping schools according to the plan so generously proposed by Miss Burdett Coutts, must, I fear, so far as the two trials in this district are concerned, be pronounced almost, if not entirely, a failure. One, Westwell, has dropped through altogether. The other, Ipsden, has been kept alive entirely through the active assistance of Mr. Reade, of Ipsden House; but it thrives but feebly, and the money spent upon the energetic itinerant and very valuable master, Mr. Maytum, would be better used in assisting to

provide certificated teachers for the schools in the group than in attempting to supplement the deficiencies of at least some very inefficient mistresses.

Among other suggestions for improvements I would mention the following:— Suggestions for improvements in existing schools in receipt of annual grants.

Some more definite rule in regard to *reading*. The books in use vary so much that in some schools children in Standard III. are presented in a book equivalent in difficulty with the book in perhaps a contiguous school used by Standard II. The first Irish book which is in constant use for Standard I. contains lessons which appropriately belong to the upper children in an infant school from 4 to 6 years of age. In some of the books used in the higher standards the subjects are utterly unfitted for the use of village schools. These books present themselves to country managers and young teachers as being in accordance with the regulations of the "Revised Code," and are treated accordingly with that amount of respect to which such a pretension is entitled. Reading books.

Hours.—Our schools as a rule meet at 9 a.m. close at 12, re-assemble at 2, close at 4, 4½, or 5. The early morning, which is the best part of the day for mental work, is lost. Many of the teachers contract a habit of late rising. The interval between 12 and 2 is in great measure wasted, and teachers and children come to the afternoon school in a dull heavy mood, in which little real vigorous work is done. In Norway and Sweden the primary schools open, as a rule, at 8 a.m., and in the former, where there is a deficiency of school accommodation, close for that set of scholars at 11, opening again for another set at 12, carrying on a regular half-time system. This, perhaps, would be too great an innovation for us. But to open at 8, and close at 12 or 12½, or opening at 8, and closing at 1, allowing half-an-hour during the sitting for refreshment, might, I think, be tried in many places with success. The chief difficulty that occurs to me would be with those children for whom the parents could find no afternoon employment. Many would be glad of their labour, and in some cases farmers and others would no doubt find employment for them; and for those left in charge of the school teacher, some so-called "industrial" or other employment might be found. School hours.

Special arrangements would have to be made for needlework.

Holidays.—These are usually in the country four weeks at harvest, two weeks at Christmas, and one week at Easter. Holiday.

The difficulty of securing attendance in the agricultural districts in summer is much greater than in winter. Every break into the work induces a certain amount of loss over

and above that of the time prescribed for holidays, so that one may fairly set down the loss of school work at two months at the least per annum. These two months, or even more, I should like to see consolidated into one period.

Drill. *Drill.*—I have sometimes thought that the War Office might profitably assist in the promotion of this object by means of pensioned serjeants. A few months would suffice in the first instance to instruct a school properly. Efficiency then might be kept up by the master, occasionally tested by the serjeant or some other competent person. *Drill* is very much neglected.

Home lessons. *Home Lessons.*—These as a rule are not sufficiently encouraged. In many schools all the work is done in school. No preparation of lessons or written exercises. A good system of home lessons would considerably increase the progress of the children.

Heating and ventilation. The subjects of heating and ventilation do not receive that attention from managers to which, from their importance to teachers and the children, they are entitled. I have taken great pains myself in the matter, have made repeated complaints, and attempted everything short of absolute compulsion to effect improvements, but all to little purpose.

In some schools, from being straight and malformed, the chimneys smoke. In others the fire-places are so small or ill arranged as to give out very insufficient heat; the children in one place scorched, in another "starved." Here a stove fed with air from the school atmosphere, and boiling and baking over and over again the carbonic acid gas that has come from the lungs of the teachers and children. In another the fresh air admitted raw and cold through windows or apertures in the roof or side walls,—all very well in summer, but in winter with the thermometer below zero utterly useless. I have no wish to underrate the difficulties of the question, but what is done in private houses may be done in public rooms, and in such a case as this the health and comfort of teachers and children who are in these rooms from five to six hours daily ought to be recognized and more properly provided for. The following extracts from answers given by students in the different normal schools on this subject, taken from a large number, will give some notion of the extent to which this evil prevails:—

"The manner in which our school was heated was very imperfect, and the ventilation was equally deficient.

"One wing was heated by means of an open air fire-place, with rather a wide chimney, and when the wind was in a certain direction the smoke proved very annoying.

"The class immediately opposite the fire suffered a great deal from the heat, it being necessary to keep up a considerable fire in order to heat the room efficiently."

"The way our school-room was heated was by means of open fire-places. The only thing to be said in favour of this method is its cheerful appearance.

"The ventilation consisted of three or four small ventilators in the roof and single panes of glass which opened in each window. Currents of cold air rushed through these small apertures, and colds and stiff necks were the result."

"Our school was heated by hot-water pipes which were placed round the room. They gave great trouble, especially in the winter, when the water in them became frozen."

"The school in which I was apprenticed was heated by common fire-places. By this means a great deal of fuel was wasted and no considerable heat given. In fact, if you wanted to get warm you must go and stand by the fire.

"The ventilation was also very faulty. Gratings were placed round the tops of the walls, but the valves inside were so badly constructed that it was impossible to open them. There were also gratings in the floor, but even with these we were obliged to have five windows open."

"Our school was heated by open fire-places, one at each end. The room being of great length and the door in the middle, made the centre of the school very cold."

"For ventilation the top of the walls are pierced to allow the hot air to escape, and there are holes near the bottom to admit fresh air. These are covered with perforated zinc. This contrivance does very well when no gas is burning, but when it is lit the air of the room gets oppressive, there being no separate apparatus for allowing the increased amount of carbonic acid gas to escape."

"Our means of ventilation was by windows on three sides, and a door for letting pure air in, and ventilators near the tops of the wall for letting the bad air out. The ventilators are not sufficient for letting the bad air out."

"The modes of heating our school were by means of fires and gas. The fires do not throw out a sufficient quantity of heat, and therefore are not very effective. When the gas has been lit for some time it throws off a disagreeable smell, which, together with the breathing of 150 boys, is extremely unpleasant as well as unhealthy.

"The ventilation is by means of windows, doors, and ventilators let in the roof."

"Our school was heated by open fires. They did not seem to answer very well, because a great part of the heat went up the chimney, and a person standing about 12 feet from the fire could feel little heat, while if he had gone within three feet he would have been scorched. It took a very long time indeed to heat the room; in fact, although there were two large fires, the school was never properly heated.

"The method of ventilation was that of open windows for letting out warm, and of holes in the floor to let in cold air. These holes, which were covered with a grating and were distributed over the room, communicated with holes in the wall outside. They did let in fresh air, but then you were made conscious of that fact rather disagreeably if you happened to be standing near them. It constantly happened that these gratings got full of dirt during the sweepings of the school, and were made inefficient by that means."

"The school from which I came is heated in three ways.

"First, by a coal fire, which is objectionable because 70 per cent. of the heat goes up the chimney.

"Secondly, by a gas stove. This is of scarcely any use at all, for nearly all the heat goes up the chimney.

"Thirdly, by gas burners. This method is equally objectionable, because it consumes the pure air in the school and fills it with vitiated air."

"The school was heated by two fires, one at each end of the room, and the ventilation was carried on by open windows, which opened in the lower part of the window, just about the height of the teacher's head. The windows, too, are all on one side of the school, with the exception of one large one at the west end of the room.

"On the whole I consider both the principles of heating and ventilation very inefficient. In the first place the fires burn a great deal of fuel without giving out much heat, the greater part of the heat going up the chimney. The chimneys are so built, too, that whenever there is a north-west wind the room is filled with smoke.

"In the next place, the windows being so low down we can only have them open in the summer, and so in the winter there is not the least chance of the foul air escaping, except by sending the children out into the playground for about ten minutes, both morning and afternoon, and then opening all the windows and doors. The windows being all on one side there is not a good current of air right through, and so the foul air is longer escaping than it would be were there windows on both sides of the room."

"The ventilation of our school is not efficient in my opinion, as the only means of ingress and egress of respectively cold and warm air is by the windows, these are made to swing so that the whole space in the wall occupied by the window is thrown open, and the class under it is inconvenienced by a cold chill."

"The plan of heating the school was wretched in the extreme, for although we had two fire-places in the room we were compelled to use a stove from the piping of which we received a heat that was very prejudicial to the health, besides that, the piping was constantly getting clogged up with soot, consequently the room would be filled at times with a sulphurous cloud of smoke. To get rid of this we have been compelled to throw open all the windows even on very cold winter days. The ventilation of the school has one great fault. We could not properly regulate the admission of cold air, we either had to admit it in gusts, or else keep all the windows closed and thus admit very little."

"There was a large ventilator in the roof, and there were other small ones each side of the school near the bottom of the walls. During

winter they had to be kept shut as there was always a draught of cold air coming up through them when they were open."

"The mode of ventilating is this, two windows are situated at one extremity of the school, and two at the opposite side. These are left open during the night, but during the school hours they are completely closed."

"The only provision made for ventilation was occasionally opening the doors or windows, or in very close weather putting on an extra fire to cause a draught. It is very questionable if opening the windows for ventilation does not cause evils of a worse kind than those which it is intended to remedy."

Your Lordships published in the appendix to my report in 1858–9, a simple plan of heating and ventilation which when the chimneys are properly constructed, if properly carried out and attended to, I have never found to fail. A divided shaft in the roof with flaps, which may be introduced at little expense, increases still further the efficiency of ventilation in hot weather, a ventilating dome is in some circumstances effective. Skylights answer for summer. Even perforated zinc over the apertures would mitigate existing evils.

Music.—This is but very imperfectly taught in our schools. Music.
Mr. Cobb, the manager of the Kidmore End school, has for some time taken great pains with the subject, with a correspondent success, and proposes at the next inspection to present for examination in music, a sufficient number of children to entitle him to the grant under the Minute of February 1867. But this is a solitary instance of such an intention. When the salutary influence of music upon man's physical, mental, and moral nature is considered, and the sensual degraded character of some of our national recreations for the poor, is remembered, one cannot but regret that this charming, cheap, and ennobling science and art is so little taught and practised in our national schools.

I have the honour to be, &c.

H. W. BELLAIRS.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. J. RICE BYRNE, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* GLOUCESTER.

MY LORDS,

Extent of the district.

THE district, in which it is my duty to inspect schools connected with the Church of England, comprises nearly the whole of the county of Gloucester, with so much of the county of Wilts as lies within the census district of Cirencester. Since I was transferred to Gloucestershire nearly six years ago, the census divisions of Newent, Westbury-on-Severn, Stow-on-the-Wold, and Tewkesbury, with schools in the neighbourhood of Bristol adjudged to belong more appropriately to Bath, have been detached from my district and placed under the care of other of Her Majesty's Inspectors. In exchange I have received the few schools in Wilts above alluded to, together with others in Bristol; the object of the whole re-arrangement being to restrict my district within the limits of certain of the census divisions of the Registrar-General.

Statistical summary of the year's work.

During the year ended the 30th of September 1868 I have inspected 174 schools or separate institutions containing 282 departments.

Of these schools 142, containing 202 departments (39 for boys, 34 for girls, and 94 mixed), are day schools in the receipt of annual grants. In them there were present at examination 9,764 boys and 9,280 girls, total 19,044. The average attendance of boys was 8,079, of girls 7,637, total 15,446. There were 198 certificated teachers, 159 pupil-teachers, and eight assistants.

Results of examination.

The results of the examinations of the annual grant day schools were as follows: Presented, boys 5,206, girls 3,379, infants 702, total 9,287. Passed in reading 8,594, in writing 8,299, in arithmetic 7,099.

The grant, allowing for infants and deductions, amounted to 6,601*l.* 4*s.* 11*d.*

Annual grant day schools.

Reserving for after consideration the evening schools and such day schools as were visited not with a view to annual grants, I proceed to comment on the condition of those which are under the care of certificated teachers.

Their condition, in what respects satisfactory.

On a general view of the whole I am happy to be able to report favourably of their continued progress in regard to attainments, discipline, and attendance.

1. Bristol and Clifton. Annual grant schools progressing favourably.

To commence with the most considerable of the large towns, which fall under my supervision, Bristol with its suburb Clifton. I observe a slight increase in the number

of schools, with an improvement in the attendance as regards numbers and regularity, and a decided balance on the side of progress in their general condition. In evidence of this I desire leave to point to a fact, which I am always accustomed to regard as a favourable symptom, the increase in the number of schools which deserve to be classed as superior.

In my last General Report I ventured to single out five departments as worthy of especial commendation. In the present I mention 13 as follows:—

Benevolent Society of St. James and St. Paul (boys).
St. Clement's (infants).
St. John Baptist (girls).
Hannah More (girls and infants).
St. Michaels's (boys).
St. Pauls' (boys).
St. Peters' (boys and girls).
Redcliffe (girls and infants).
Clifton National (boys and girls).

Their number inadequate to the population.

On the other hand I cannot but draw attention to the fact that in the 36 parishes (or thereabouts) of Bristol and Clifton, with a population estimated at about 170,000, there are but 24 Church of England schools, or 38 departments, under duly qualified teachers, receiving grants annually from Government, and of these only two departments have been added within the last two years. Assuming that the annual grant schools in connexion with other religious bodies, and with the Poor Law Board, together with those that come under the inspector of reformatories, are in Bristol in the same proportion as elsewhere to those connected with the Church of England, I am constrained to conclude that a large residue of children are either imperfectly educated or not educated at all, and that this residue is annually increasing. In the absence of accurate statistics, showing the number of children receiving scanty instruction or none at all, I think that this fact deserves to be quoted in justice to those who insist that there is still much to be done, at any rate, in our large towns, and that the matter is one of immediate and growing importance.

2. Gloucester, unsatisfactory condition of the annual grant schools.

Of the schools in Gloucester I regret to have to report in terms less favourable than could be desired.

The St. James's schools (girls and infants) deserve honourable mention. The National school (boys), which has hitherto maintained a good position, is crippled for want of an adequate staff of teachers. The rest are either in indifferent condition, or barely up to the average. Nor can I admit that eight annual grant schools or 11 departments, with an attendance at inspection of some 1,300 children, is a sufficiency of good elementary instruction worthy the position

of the Church of England in a cathedral city, or commensurate with the needs of a population of some 28,000 souls. In a town of the dimensions of Gloucester it would seem scarcely possible to supply the educational wants of the whole labouring population unless the place be treated as a whole, the school system organized upon one principle, with the full co-operation of the school managers, lay and clerical, of all the parishes. So far as this end fails of its accomplishment so far will the supply of proper schools and the attendance of the children fall short of the necessities of the poor and the just demands of public opinion. Parochialism is a rock on which the Church of England should fear to run the risk of making shipwreck in her recently assumed character of instructor of the poor. If each parish be ambitious not to subserve the general interest, but to possess a school, however inefficient, of its own, the result will be such as we see in Gloucester, where in one parish there is a large school for boys languishing for lack of funds, and incomplete in its character in the absence of departments for girls and infants. In another, two departments (for girls and infants), neither of them thriving, are assembled in one room, divided by a wooden partition. In one parish alone (St. James's) is there a complete school of three departments. In the rest either there are only single departments or the sexes are intermixed, a plan not to be justified by necessity in a town parish where each sex is in sufficient force to require a school to itself, and scarcely to be recommended where scholars are to be found, as they are in towns, of an age comparatively more advanced than in the rural districts.

Want of educational organization in Gloucester.

Parochialism an evil.

Of the three large towns which fall under my supervision (Bristol, Gloucester, and Cheltenham) I regard Cheltenham with the greatest satisfaction, as approaching most nearly to the ideal of a town fully furnished with means of education for the labouring classes of a proper quality.

3. Cheltenham annual grant schools flourishing.

1. In a population of under 40,000 souls there are eight Church of England schools, containing 24 departments, in the receipt of annual grants, with an aggregate attendance of nearly 3,000 scholars on the day of inspection.

2. Each school has its full complement of three departments.

3. Out of the 24 departments I select no less than 17 as worthy to rank high in the scale of elementary schools—

Bath Road, St. Luke's (boys, girls, and infants).
Christ Church (boys and infants).
St. James's (infants).
St. John's (boys and girls).
Parish church (boys, girls, and infants).
Practising (girls).
Trinity (boys, girls, and infants).
Leckhampton, St. Philip's (boys and girls).

I beg to be allowed to single out one of them, both on account of its pre-eminence and as a specimen of what an elementary school should be and is under an able teacher, superintended by a wise and faithful clergyman.

Cheltenham parish church boys' school model of an annual grant school.

Cheltenham parish church boys' school has an average attendance of 214 scholars under a certificated master, and five pupil-teachers. On the day of inspection there were present 230 scholars, of whom 171 were presented for examination. Of these only two failed in reading, one in writing, eight in arithmetic; in other words, in only 11 cases out of 513, or about two per cent., did the scholars fail to earn the grant on examination. But the mere fact of a paucity of failures does not suffice to show the status of a school as regards elementary attainments. Of those who succeeded a large number passed with unusual distinction, and 60 out of 171, or more than one-third, were presented not lower than the fourth standard, which is equivalent to saying that the least advanced of the 60 were on a level with the first class of an ordinary annual grant school. If I add to this that 43 of the elder scholars passed a written examination in geography; that systematic instruction is given in grammar, in history, and in music; that no less than 154 boys were examined in drawing under the Department of Science and Art, of whom 27 obtained prizes, 51 certificates, and 56 were reported as "satisfactorily taught;" that the religious teaching is exactly what it should be, the discipline admirable, the attendance marvellously regular,—I complete a picture of a school under a certificated teacher which deserves not to be forgotten whenever it is contended that the system of national education administered by your Lordships has done and can do little or nothing, and that the wisest plan will be not to extend, but to destroy it and begin over again.

4. Smaller towns.

Of the schools in smaller towns, Tetbury endowed (boys and girls) maintains a high position; Cirencester endowed (boys) is doing well, and the girls' school is steadily recovering the character it had lost through a variety of untoward circumstances; Winchcombe (mixed) has entered on a career of increased usefulness since its resolution into two departments (girls and infants), and the erection of handsome new school buildings; Fairford endowed, after an interval of decadence consequent on, if not occasioned by, the introduction of the Revised Code is giving signs of resuscitation.

5. Suburban and rural schools.

Among the surburban and purely rural schools I would mention with approval—

Almondsbury.	Painswick.
North Cerney.	St. George's.
Eastleach.	Shipton Moyne.
Oakridge.	Yate.
Olbury-on-Severn.	

All of them admit scholars of both sexes, except Painswick and St. George's, which are boys' schools.

Small increase in the number of annual grant schools.

I have to regret the small addition made to the number of schools under certificated teachers within the last two years. I reckon an increase of eight entirely new schools beside a few departments in schools already assisted by your Lordships. Indications are not wanting of the near approach of a limit to the multiplication of schools under certificated teachers. As regards those in connexion with the Church of England, it depends almost exclusively upon the clergyman, whether or not the parish shall possess a school under a trained teacher in the receipt of an annual grant, and speaking for my own district, I think I may assert with confidence that in every parish of a size sufficient to muster 40 children, there the school teacher is or is about to be certificated, certain parishes excepted in which the incumbent is either unwilling or indifferent, or for various reasons unable to furnish the proportionate amount required of the locality towards erecting school-buildings and engaging a teacher. So far as willing clergymen are concerned, I may say summarily and in colloquial English—I have come to the end of them. Beyond the circle of those actually upon the list of managers of assisted schools, I recognize only unwillingness or various degrees and kinds of inability. The question arises, preliminary to any consideration of the *kind* of the remedy, is it or is it not a time for the application of any remedy at all? Of the two courses possible, which should be the better one, to stand by looking on in passive expectation until this opposing stream of prejudice and poverty has of itself dried up and ceased to flow, or to build a bridge, of gold if need be, by which at once to cross the intervening obstacle, if it be true that the arch-enemy ignorance is pressing closely on our rear, and other divisions of the great army of civilization are already in advance of us?

Irregularity of attendance and early age of leaving school.

On irregularity of attendance and the early age at which children leave school, I have little to add to what has already repeatedly been brought to your Lordships' notice by my colleagues and by myself.

The attendance continues to be irregular. The children still leave school at an age far earlier than is good for themselves or for the community.

Irregularity counteracted by—

But the following facts, which have come under my own personal observation, afford at any rate some ground for consolation.

1. Revised Code.

1. The attendance generally in my district (and I presume in others) shows a tendency to become regular under the

fostering influence of those provisions of the Revised Code, to which I alluded in my last report, as in their general effect offering a premium for regularity.

2. The attendance in a particular school invariably improves *pari passu*, with the improvement in the quality of the instruction. 2. Improved teaching.

3. Although there is no one infallible recipe for insuring regularity, attendance may be "nursed" by a variety of expedients such as better teaching and discipline, domiciliary visits to the parents on the part of teachers and managers, rewards, absence-cards, and above all by treating absence as a crime, and the absentee as guilty and a truant until he has proved himself innocent. 3. Various expedients.

As to the early age of leaving school, I can detect no alteration for the better. It would seem to be almost unavoidable, with society as at present constituted, that the lower, middle, and upper classes should as a rule complete their education at the ages of 11, 15, and 21 respectively. Something may be hoped for from the fact that education is gradually becoming a necessity even to the lowest classes, in evidence of which I may be permitted to mention a circumstance related to me on good authority, which trivial as it is may serve nevertheless as some indication of the direction in which things are slowly tending. At the mop or statute fairs in Gloucestershire one of the first questions asked by a married labourer of the farmer who would engage him is, "Please sir, have you got a good school in your "parish?" If the story be true—if the very humblest of farm-labourers already counts schooling as among the things he cannot do without, there is yet hope that in course of time education may become virtually compulsory without the need of any legislative enactments. Education is becoming virtually compulsory.

I concur with such of my colleagues as have reported unfavourably of the religious instruction, as for the most part insufficient, mechanical, and unedifying. The National Society's scheme for the use of diocesan inspectors, prescribing a course of graduated instruction in religious knowledge, supplies a want and has already been adopted on my recommendation, with the addition of passages to be committed to memory, in many of the schools in my district. I have also pointed out in conversation with managers and teachers the importance of imparting an intelligent as well as accurate acquaintance with the facts of scripture, and of inculcating at all times those truths of religion and morality, which will everywhere in the Bible reveal themselves to those who desire to find them. Notwithstanding, a school of children thoroughly "instructed in righteousness" is a rare exception Religious knowledge at a low ebb.

even among those which are most completely under the care of the parochial clergy.

Advantage of relieving Her Majesty's inspectors of examination in religious subjects.

May I be permitted to remark that the responsibility for an evil which Her Majesty's inspectors can at best only alleviate, would at any rate be transferred to those to whom it justly belongs, if the supervision of the religious instruction were in Church of England schools, as in others, left altogether to the ministers of religion and their superiors.

Denominational classification of Her Majesty's inspectors undesirable.

Without arguing at length a question which has been almost exhausted, I may be allowed to state my conviction of the great desirability of having only one class of inspectors, who should visit indifferently schools belonging to every religious denomination, and not examine in religious subjects.

Reasons for abolishing it.

Firstly, it would save trouble and expense. There are at present, beside the inspectors of military and of naval schools, who are respectively under the Council of Military Education and the Admiralty, no less than four different classes of inspectors traversing every portion of the country:—1. The Church of England inspector. 2. The British, or denominational. 3. The Roman Catholic. 4. The inspector of workhouse schools, who, though now under the Poor Law Board, was till lately under the authority of your Lordships.

Secondly, it would remove an impression which, however erroneous, prevails in Church of England schools (as no doubt in others), that their own inspector measures them by a standard more exacting and severe than that of inspectors of other schools, belonging to other denominations, in the same town or neighbourhood.

Thirdly, it would give no offence in any school that the inspector should profess a different creed from that of the school managers (even were he in Holy Orders of the Church of England) provided he did not examine in religious subjects. The inspector of reformatory schools, who is a clergyman of the Church of England, visits schools of various communions with equal satisfaction to every one of them.

Fourthly, the duty of supervising the religious instruction of the Church of England poor would devolve formally upon those who already implicitly assume it in the very designation of their office, and still more in the institution of diocesan inspection, which is at present less useful than it might be if placed on a more regular footing. The diocesan inspector, were he but recognized as a high official of the diocese, with a proper salary and sufficient funds at his disposal for rewarding merit, might stimulate and systematize religious instruction to an extent beyond the power of Her Majesty's inspectors, who can scarcely be expected to ex-

amine individually and exhaustively in religious knowledge, or to devote to the subject more than a limited portion of their attention and time.

The grant for higher subjects.

The Minute of the 20th Feb. 1867, so far as it provides for an extra grant for proficiency in higher subjects (Art. 54 *c.*) has been acted on in my district, and with the happiest result, in many of such schools as are fortunate enough to possess the prescribed complement of teachers. The subject chosen is usually geography, sometimes English history, very rarely either composition or the higher rules of arithmetic. Wherever the Minute is in operation I have observed an increase of intelligence in the elder scholars, a keener interest in their work on their part and on that of the teachers, an accession of popularity to the school, without any trace of deterioration in the elementary attainments. It is on this account the more to be regretted that the acceptance of the grant should be accompanied by conditions, which practically exclude schools of no inconsiderable merit. The best rural school (mixed) in my district is shut out solely because the attendance is over the stipulated minimum, and a pupil-teacher would entail more expense than would be covered by the full amount of the grant.

Night schools.

Night schools are multiplying, though not with the rapidity that would be desirable. Forty-six schools, with an average attendance of 1,415 scholars, would leave no less than 121 schools unprovided with departments for the admission of evening scholars. The night schools in my district are of every size and variety, from the 9 rustics presented for examination at Pool Keynes, to the 300 or thereabouts of town hands, male and female, who attend the evening classes in the parish of St. Philip and St. Jacob, Bristol. I agree with those who are of opinion that night schools would be of considerably more use than they are at present if they could be open throughout the year, were it only twice a week or even once, and not only, as now, from the 1st of October to the 1st of April. Scholars would not become "rusty" in their learning, as they now are, after a six months' abstention from study and devotion to the far more engrossing subject of earning their bread.

Inspectors' assistants.

I have again to express my acknowledgments to the inspectors' assistants, Mr. William Taylor, and more recently, Mr. Buckle, for the efficient aid they have lent me in examining scholars in Bristol, Gloucester, and Cheltenham. Of their inflexible impartiality and the skill and patience with which they have elicited the knowledge or ignorance of timid and backward children, I cannot speak in terms too commendatory.

Spelling.

I conclude my remarks on the condition of schools receiving annual grants, with a few words on a subject of the greatest importance in elementary teaching,—that of spelling.

Difficulty of teaching spelling.

Proficiency in spelling is recorded in the examination schedule under the head of writing. Of 9,287 scholars presented for examination in writing, no less than 988, or more than one-tenth, were failures. Of these failures a large proportion were due to words mis-spelt in writing out passages from dictation. Were these subtracted, I believe that the failures in writing (meaning handwriting) would be found to be fewer than those in reading, writing being the easier to teach because the more mechanical, and requiring the least exertion of the intelligence.

English orthography, inconsistencies of.

The difficulties to be overcome in teaching spelling can scarcely be overrated. Most of them are inseparable from the very nature of English spelling, as at present in use. Any suggestion therefore should be welcomed which would have for its object to permanently lighten the labours of the school teacher, and clear away one of the most serious impediments to the acquisition of elementary learning.

Suggestion of a reform in spelling.

It is on this account that I have ventured to insert as an appendix to my report a letter addressed to me by Mr. Russell Martineau, embodying some remarks made by him upon English spelling in a paper read before the Philological Society. Mr. Martineau, after pointing out several of the absurdities involved in our present mode of spelling, suggests the advisability of a reform upon the basis of accommodating spelling, as far as possible, to pronunciation, and proposes the drawing up of such a scheme of reformation, under your Lordships' sanction, as might with advantage be enforced upon the teachers in our elementary and normal schools, and in due course prevail throughout the nation generally. The case of the new Latin primer, imposed on public schools with the common consent and by the authority of a committee of public schoolmasters, may fairly be quoted as a precedent.

I cordially recommend this proposal to your Lordships for your consideration, as calculated to meet a difficulty in elementary teaching which I had myself remarked upon, and materially to benefit the cause of education.

Schools under uncertificated teachers.

I have this year devoted more time than usual to the inspection of schools under uncertificated teachers, expressly for the purpose of informing myself how far they would seem to merit the adverse judgment passed on them hitherto by Her Majesty's inspectors.

The result more than confirms the unfavourable opinion formed of them up to this time by my colleagues as by myself. Unsatisfactory state of the unassisted schools.

Out of 32 schools or 34 departments visited by me during the year just ended, I find *only two*, which would bear comparison with an ordinary annual grant school under an ordinary certificated teacher.

The following cases will serve as illustrations. Examples.

The first is that of a school, which shall be nameless, partly because it was visited in harvest-time and unexpectedly. The building had been recently erected and was not altogether ill-adapted to its purpose. As I entered, the master was at his desk busily engaged in checking his private accounts; the mistress was stretched upon a bench asleep. Piled up against one end of the room and occupying more space than was convenient were sheaves of wheat, the honest earnings of teacher and teachers' family, as gleaners in the harvest field. At two dilapidated desks, sat or sprawled a dozen or more children of both sexes, some dozing, some scrawling aimlessly upon their slates. Their attainments were contemptible. The heavy vacant stare upon their faces betokened neither intelligence nor information. The master was not unwilling to recount his history. The better part of his life he had spent in the enjoyment of a very inferior position in Her Majesty's Excise, till age and infirmity compelled him to retire upon an almost nominal pension. Driven still to earn a livelihood, he had betaken himself as a last resort to school-keeping, sometimes a private venture school, sometimes at the risk and under the patronage of others, everywhere with uniform ill success, until at last accident and an easily contented clergyman conducted him to the happy parish where I found him. From his patron he drew a salary of 8*s.* a week, by school-pence he earned 3*s.*, by fees from private scholars about a couple of shillings more, in all the wages of a day-labourer; and yet I cannot think he was remunerated inadequately to his deserts. 1. A school without a name.

Meysey Hampton is a valuable living in the gift of Corpus Christi College, Oxford, with a population under 400. I found a school of 37 boys and girls, assembled in a cottage of some antiquity and moderate dimensions, serving also, if I remember right, as teacher's residence. The master had performed his duty faithfully under adverse circumstances; the children were quiet as mice; the writing was good, the reading correct though monotonous, in arithmetic more attention might have been paid to numeration. The needlework was rather below the mark. In scripture the elder 2. Meysey Hampton. A school in adversity.

scholars had acquired an average knowledge of the facts with the smallest possible insight into their meaning. The apparatus was insufficient, the space inadequate to the population, the methods of instruction and the results were far below the standard to which Her Majesty's inspectors are accustomed in schools under certificated teachers. Conversing afterwards with one of the school-managers I was informed, that it would be easy and inexpensive to build a better school, but the circumstances were peculiar, and the matter "must stand over for a few years."

Omitting Poulton, with its 70 boys and girls huddled into a miserable room of a miserable labourer's cottage; Cutsdean, the master of which had twice been pronounced inadmissible as an acting teacher to the easy examination for certificate; Northwick, excellent school-premises and teacher's residence, with 50 boys and girls slowly emerging from a state of ignorance and chaos under the mastership of an ex-pupil-teacher, a boy 19 years of age; Stoke Gifford, where arithmetic is on principle depreciated as of small account to rustics; an endowed school in a Cathedral city, where the same one-armed veteran still wields the rod intrusted to him exactly half a century ago; and sundry gatherings of little ones under village dames, whose age entitles them to respect, I pass on to Lechlade, a town of some importance as a centre of agricultural activity, and a living of considerable value in the gift of Emmanuel College, Cambridge, with a population of 1,328 souls.

3. Lechlade. A school in duplicate.

Here, in obedience to the whim of a member of the school-committee, who mistrusts an intermixture of sexes in the same classes, the children are assembled in the same room indeed, but on different sides of it, the girls on the right hand, the boys on the left, with an imaginary line of demarcation down the middle, so that every class is in duplicate; there are two first classes, two seconds, two thirds, and so on, and all under one and the same teacher, who, beside enacting the difficult part of master to two schools at once, single-handed, reappears elsewhere in the town in yet another character as a tradesman, carrying on the business of a stationer.

In complete accord with this grotesque arrangement for insuring inefficiency in the teaching, the school-room, though as a building not unsuitable,—the erection having been assisted by a handsome grant from your Lordships—was both ill-ventilated and scantily furnished, the books and apparatus were by no means as they should be, the results of the examination were unsatisfactory both in the secular subjects and scripture.

I commend these cases especially to the consideration of those who assume the merits of the uncertificated teacher and the unassisted school, and on this assumption ground their right to a grant in aid from your Lordships. The uncertificated teachers are, as a class, signally incompetent. The unassisted schools are, with few exceptions, ill-built and ill-conducted. It is *on their demerits*, not on their merits, which are purely imaginary, that I would rest their claim to assistance under your Lordships' Minutes. With a better salary, a better school and apparatus, the stimulus of the annual inspection, and the criticism and advice of the inspector, the untrained teacher might at any rate rise to the level of a decent mediocrity, the unaided school might produce results less unworthy of its appellation, less incommensurate with the dire necessities of the poor.

Claims of unassisted schools to Government aid.

A suggestion recently thrown out on high educational authority would go far towards supplementing the deficiencies of our present system. Local Boards of education might mismanage their trust, unless strictly circumscribed and superintended by the central authority. Local inspectors would certainly lack that independence of local influences, that liberty to inflict censure and pecuniary loss, without which inspection is worse than valueless and improvement an impossibility. But Her Majesty's inspectors would at once be able to point out localities, each within his own district, and after due inquiry would no doubt discover more where legislative interference might justly be invoked to compel the provision of more adequate school accommodation.

Remedies proposed for deficiencies in the system of education.

Were this accommodation provided, aided by building grants on a more liberal scale from your Lordships; were grants conceded on examination only to schools under uncertificated teachers, and the trained masters and mistresses, who are one main pillar of our present system, doubled or trebled, deficiencies might be supplied and education extended without endangering an edifice which has risen to what it is on a foundation of thirty years' experience.

I have the honour to be, &c.,

J. RICE BYRNE.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

COMMUNICATION ON SPELLING BY RUSSELL MARTINEAU, ESQ.

MY DEAR SIR, January 5, 1869.

AFTER what I have heard of your experience as to the teaching of spelling in your district, I am tempted to address to you a few remarks, the substance of which will be found expressed somewhat more fully in a paper read by me to the Philological Society in 1868.

How spelling can be taught at all in elementary schools is a constant wonder to me; there is not a single rule which the teacher can lay down which has not almost as many exceptions as examples. "Final *e* "lengthens the preceding vowel as in *make, bite.*" But then, what of *love, glove, tongue?* "*G* before *e* or *i* is sounded like *j*, as in *gentle,* "*gin.*" But *gig, gild, get* protest. "*Gh* after *au* and *ou* is sounded "like *f*, as *laugh, cough, rough.*" But *haughty, plough, bough?* And worst of all, what can the teacher make of the double vowels *ea* (*each, bread, great*), *ai* (*hail, against*), *au* (*fault, haunch?, laugh*), *ou* (*sound, wound, soul*), *ow* (*blow, trowel*), *ew* (*yew, shew*), *ei* (*receive, reign*), *ie* (*field, tie*)? Or, approaching the subject from the other side, the following vowel sounds have a plurality of modes of expression, between which the luckless pupil has to choose:

a in *ale* — a, ai, ay, ea.
e in *eel* — e, ee, ea, ei, ie.
e in *ell* — e, ea, ai.
i in *idle* — i, ie, ei.
o in *old* — o, oe, ou, ew, oa.
u in *cue* — u, ue, ew.
ou in *pound* — ou, ow.
au in *fault* — a, au, aw.

Thus, whether the pupil has to utter the written words or to write the uttered ones, in either case he has so many probabilities before him, that it can only be by mere chance if he hits on the correct answer; and it is through such guesswork, which cannot be dignified with the name of discipline at all, that he makes his entrance into the world of letters and science, where everything *ought* to be ordered according to system and intelligence. I am not speaking too strongly in saying that our want of systematic orthography has reduced the advantage of alphabetical writing to a minimum, and made correct spelling virtually impossible. No one can be sure that he always spells rightly. The fact that lexicographers, who have devoted their lives to the study of this very subject, differ among themselves in two or three thousand words, proves this. How spelling can under these circumstances be made a subject of examination by inspectors of education, I am at a loss to understand. A child may surely without blame write *beef* as *befe, beaf, bief, beif, beaff*, &c., since all these combinations might be used to convey the sound. When our primary education is becoming one of the great questions of the day, this question of orthography must assume a higher importance than it has ever had hitherto. When it is important to educate the mind, it is cruel to force it first to learn the dictionary through, to know how to spell each word separately. When the mind is being introduced to a realm of exactitude, order, and principle, the spectacle of pure chaos in language cannot be edifying but rather demoralising.

If the present system had any historical value, as indicating the source, the original pronunciation, or any other important fact about a

word, we might reconcile ourselves to it; but its *positive mistakes* are so many that we can never place any faith in it. We write *sovereign* from the ridiculous idea that it has something to do with the verb to *reign*, *posthumous* with an *h*, from the error long since exploded by Latin scholars that it referred to those *post humum*, after death; *sylvan*, though scholars always now write *silva* in latin; *island* from an imagined connection with *insula*, whereas it is Anglo-Saxon, and should be written *iland* or *eyland*. And the inconsistencies are as palpable as the mistakes. Why have *proceed*, *concede*, *conceal*, each a different vowel, though all springing from one common latin vowel? Moreover, if this principle had been observed, we should be still writing *hlaford*, *hlœdig*, not *lord*, *lady*; *sanct* for *saint*; the Italians would not have deviated from *civitas*, even as far as to write *cività*, to say nothing of *città*; and (if they had followed our principle exemplified in *Gloucester*, *Pontefract*, for *Gloster*, *Pomfret*), would still write *Puteoli*, *Cajeta* for *Pozzuoli*, *Gaeta*; and the French would write *mesme*, *estois*, *escrire*. The French have continued the rectification of their spelling up to recent times, while ours, kept in accordance with the pronunciation up to a certain period some three centuries ago, has been left stagnant and therefore grown antiquated ever since.

I do not presume to offer a cut and dried scheme of my own. If the national mind is awake to the need, the remedy may be found by such a commission as would command respect, but many individual preferences would have to yield in the advancement of a common good. The number of letters which would require somewhat free handling is not large: comprising the five vowels and their combinations, and *c*, *gh*, *j*, and *th*. The different sounds of the vowels might be indicated either by diacritical signs such as *á*, ä, â, etc., or else, if such signs be deemed vexatious, by dipthongal combinations.

If, as I cannot help thinking very likely (especially since I have heard your experience), the inspectors of schools should come to the conclusion that the teaching of spelling in schools is scarcely possible, and that by the poor and illiterate correctness can never be attained (since by the educated classes it is rarely gained through an extent of reading and an acquaintance with Latin and French, impossible to the poor), their opinion would have a weight which might raise the question from a theoretical dream to a practical problem. The educational Committee of Privy Council might then see the desirability of appointing a Commission to report on the subject; and their recommendations, if adopted, might be enforced on, or recommended to, the schools over which they exercise control; and thus a large and uniform reform might be initiated, with the certainty of soon becoming general, when commenced under such auspices.

Apologising for the length of this letter,

I remain, &c.

RUSSELL MARTINEAU.

To the Rev. J. Rice Byrne,
Her Majesty's Inspector of Schools.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. H. M. CAPEL, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* WARWICK *and* GLOUCESTER.

MY LORDS, Birmingham, January 1869.

DURING the two years ending August 31st, 1866, my district was co-extensive with the geographical county of Warwick. Since that time it has been twice changed.

Changes in district.

In the autumn of 1866, I received a letter from your Lordships' Secretary transferring to my charge eight annual grant schools in Gloucestershire; and in August, 1867, I was officially informed that henceforth my district would consist of the following census districts, 342, 394-407.

Distribution of aided schools.

The extent and estimated population of these 16 census districts, with the number of schools, departments, and children, inspected last year, is as follows:—

	District.	Acres.	Population 1868.	Schools.	Departments.	Children.	Per-centage of whole Population.	No. of Parishes.	No. of Parishes with Schools inspected.	Per-centage.
393*b*	Edgbaston	2,545	15,453	3	7	1,039	6·6	3	3	100·
394	Birmingham	2,660	243,707	32	61	11,888	4·8	20	19	95·
395*a*	Aston - within - the - Borough.	2,626	85,375	9	18	3,401	3·9	8	6	75·8
395*b*	Aston - without - the - Borough.	28,647	44,490	5	6	584	1·3	14	6	42·8
396	Meriden	48,618	11,306	5	9	351	3·1	15	5	33·3
397	Atherstone	27,883	12,614	4	6	570	4·5	13	4	30·7
398	Nuneaton	20,428	12,731	4	6	796	6·2	9	4	44·4
399	Foleshill	19,389	21,107	3	8	315	1·5	7	2	28·5
400	Coventry	5,489	45,503	3	8	1,334	3·	5	3	60·
401	Rugby	80,755	25,135	13	19	1,725	6·8	31	12	38·8
402	Solihull	46,015	14,203	5	7	512	3·6	12	4	33·3
403	Warwick	66,639	45,600	15	21	1,892	4·1	34	15	44·1
404	Stratford-on-Avon	79,051	21,608	7	9	768	3·5	32	6	27·2
405	Alcester	52,430	16,470	8	9	895	5·4	17	8	47·
406	Shipston-on-Stour	78,899	19,314	11	16	1,285	6·6	30	10	33·3
407	Southam	50,409	10,320	9	12	700	6·7	18	8	44·4
342	Stow-on-the-Wold	41,131	9,480	5	6	427	4·4	21	5	23·8
	Total	651,069	654,416	141	223	28,482	4·35	290	121	41·7

I have included the Edgbaston sub-district, because by an arrangement, to which your Lordships have not refused your sanction, the schools in it, although forming part of Mr. Sandford's district and referred to him, are still visited and reported upon by me. I have sub-divided the Aston district, in order to present together the three divisions (nearly equal in area) of the borough of Birmingham. It will be seen that the per-centage of children present at inspection is highest in the census districts of Rugby, Southam, and Shipston-on-

Proportion of children present at inspection to the popu.

Stour; lowest in Foleshill, and that part of Aston which lies without the borough. In the last two districts, this is in part accounted for by the fact that the most important towns in them, Bedworth and Sutton Coldfield, have very good endowed schools not under inspection. lation in country districts

In the three districts, where the proportion of children present at inspection stands highest, little more than a third of the parishes have schools receiving annual grants. In the borough of Birmingham, where nearly all the parishes have aided schools, the per-centage of the whole population examined by me is only 4·7. This may seem to require explanation. It is due partly to the estimated increase in the population since 1861 (nearly 50,000), partly to the much larger proportion of children in schools unconnected with the Church of England, but principally to the number who attend no school. and in Birmingham.

Paradoxical as it may appear, I am convinced that there is a larger number of wholly uneducated children in the parishes which receive annual grants from your Lordships, than in parishes which have never done so. More uneducated children in parishes receiving annual grants than in those which do not.

The net result of the two changes in my district has been to transfer the eight schools at— Schools transferred from and to the district.

Amington,	*Pailton,*
Kingsbury,	Monk's Kirby,
Long Compton,	Wolvey,
Little Compton,	Headless Cross,

to other inspectors, and to add to my list those at—

Stow-on-the-Wold,	Shipston-on-Stour (boys),
Oddington,	„ „ (girls),
Naunton,	Newbold-on-Stour,
Bourton-on-the-Hill,	Inkberrow,
Moreton-in-the-Marsh,	Crick,
Campden,	Feckenham,
Blockley,	Sheepy Magna.

Besides these, the following have received annual grants for the first time in the last two years,— New schools.

Longborough.	Birmingham, St. Martin's, New Hall St.
Lower Swell.	„ St. George's, Smith St.
Burmington.	„ St. Matthew's, Cato St.
Loxley.	„ Ch. Ch. Fleet St.
Arrow.	„ St. Barnabas, Ryland St., Infant.
Harbury, Wagstaff, Endowed.	
Birmingham, St. Lawrence.	

And those at Ufton and Wasperton have been visited, with a view to the examination of their mistresses in December, 1869.

Altogether, the number of schools under separate management on my annual grant list has increased from 120 to 136, and the number of departments under certificated teachers from 180 to 210. Increase in two years.

The following Table will show the number of departments and children actually seen in 1866, and last year.

—	Day Schools.			Night Schools.			Total.
	Departments.	Boys.	Girls.	Departments.	Males.	Females.	
1866 - -	202	13,375	9,966	30	829	832	25,002
1868 - -	223	15,793	12,787	47	1,833	1,320	31,733
Increase -	21	2,418	2,821	17	1,004	488	6,731

Principally due to increased number of children in parishes already under inspection.

Of this increase not more than one-tenth is due to the enlargement of my district, or to the extension of the system into new parishes. At least nine-tenths are due to the larger numbers of children in the annual grant schools of parishes, which have been for some years receiving your Lordships' grants.

In addition to these schools I have inspected five, with seven departments and 593 children, in Worcestershire and Lincolnshire for my colleagues Mr. Sandford and Mr. Sewell.

Success of particular schools, why published.

Before proceeding to give lists of the schools in my own district, arranged according to their success in the individual examination, I think it only fair to say that I believe the publication of similar lists in my last report has on the whole worked well.

BOYS' SCHOOLS.

No.	Name of School.	On Books.	Average.	Present at Inspection.	Individual Examinations. Examined.	Reading.	Dictation.	Arithmetic.	Per-centage of passes.
1	Birmingham, St. Paul's - -	255	198	244	163	160	163	162	99·1
2	„ St. George's - -	314	269	306	245	243	240	245	99·
3	Stretton-on-Dunsmoor - -	46	33	47	23	23	23	22	98·5
4	Shirley - - - - -	59	49	59	45	43	45	43	97·
5	Balsall, Temple - - -	73	51	62	33	33	32	31	96·9
6	Ladywood, St. John's - -	287	236	292	227	223	218	208	95·3
7	Deritend, St. John's - - -	180	151	167	116	114	110	105	94·5
8	Birmingham, St. Mark's - -	353	262	353	257	247	247	229	94·1
9	„ St. Clement's, Nechells	304	209	273	206	200	203	177	93·8
10	Coventry, Trinity - - -	250	180	225	190	176	178	180	93·7
11	Bordesley, St. Andrew's - -	170	130	160	110	108	97	103	93·3
12	Edgbaston, St. James' - -	189	152	162	131	128	124	114	93·1
13	Birmingham, All Saints, Heath Street.	105	56	101	60	57	55	51	90·5
14	„ All Saints - -	177	137	197	127	107	119	119	90·4
15	Stratford-on-Avon - - -	244	167	225	98	93	86	87	90·4
16	Warwick, St. Mary's - - -	173	136	178	118	108	110	102	90 4
17	Birmingham, St. Matthews - -	394	243	343	215	207	202	174	90·3
18	Southam - - - -	85	63	79	45	43	41	37	89·6
19	Offchurch - - - -	22	16	21	16	16	13	14	89·5
20	Lea Marston - - - -	53	43	51	38	38	36	26	87·7
21	Birmingham, Christ Church - -	178	130	173	129	114	104	118	87·
22	„ St. Matthias - -	242	160	200	117	106	107	91	87·
23	„ St. Thomas' - -	211	159	231	158	124	137	140	87·
24	„ St. Mary's - -	153	75	91	53	40	50	42	86·8
25	Edgbaston - - - -	117	97	122	81	75	71	65	86·8
26	Napton-on-the-Hill - - -	60	35	44	27	27	22	21	86·4

No.	Name of School.	On Books.	Average.	Present at Inspection.	Individual Examinations. Examined.	Reading.	Dictation.	Arithmetic.	Per-centage of Passes.
27	Ashted, St. James'	133	124	133	68	62	61	52	85·8
28	Birmingham, St. Barnabas	363	251	304	241	214	214	192	85·7
29	" St. Luke's	199	144	207	115	98	101	96	85·5
30	Moreton-in-the-Marsh	82	69	72	64	57	49	58	85·4
31	Stoneleigh	32	27	31	27	24	22	23	85·1
32	Leamington	122	97	116	30	29	24	23	84·4
33	Rugby Trinity	118	94	118	96	89	80	74	84·3
34	Coventry, St. Peter's	133	88	109	65	49	57	58	84·1
35	Birmingham, St. Bartholomew's	104	71	91	71	60	58	46	82·8
36	Lozells, St. Silas'	124	72	115	58	50	50	44	82·7
37	Shipston-on-Stour	76	55	54	34	30	24	28	81·5
38	Stockton	43	29	42	36	31	28	29	80·
39	Feckenham	92	65	93	56	47	44	44	80·3
40	Birmingham, St. Stephen's	282	202	271	162	123	133	131	79·6
41	Solihull, Lower Free	66	55	61	48	41	37	36	79·1
42	Nuneaton	101	86	98	73	58	51	58	76·2
43	Saltley	134	111	122	91	75	69	73	75·8
44	Coventry, St. Michael's	237	163	204	146	116	100	115	75·5
45	Aston	119	82	86	41	33	31	29	75·6
46	Birmingham, Bishop Ryder's	218	123	147	73	58	57	48	74·4
47	Long Itchington	63	53	50	30	26	25	15	74·4
48	Atherstone	120	88	101	83	63	55	64	73·
49	Rugby, Elborow's	85	66	71	58	40	42	45	72·9
50	" St. Matthew's	115	115	115	104	89	74	53	69·
51	Campden	91	74	83	55	40	34	39	68·4
52	Brailes	31	28	30	27	20	10	15	55·5

Girls' Schools.

No.	Name of School.	On Books.	Average.	Present at Inspection.	Individual Examinations. Examined.	Reading.	Writing.	Arithmetic.	Per-centage of Passes.
1	Birmingham, St. Mark's	288	164	241	156	150	146	147	94·6
2	Ladywood, St. John's	183	137	172	126	122	123	106	92·9
3	Birmingham, St. Thomas'	202	140	218	139	129	130	128	92·8
4	" St. Clement's Nechells	218	113	168	95	91	87	85	92·2
5	" St. Luke's	178	103	142	69	64	68	59	92·2
6	" Christ Church	171	117	174	120	117	110	102	91·4
7	Balsall, Temple	77	40	64	27	27	23	24	91·3
8	Birmingham, All Saints'	85	52	78	52	43	50	49	91·
9	Stratford-on-Avon	232	129	200	74	73	68	65	90·
10	Stoneleigh	40	26	32	30	24	30	26	88·8
11	Coventry, St. Michael's	191	114	164	98	93	90	77	88·4
12	Birmingham, St. George's	186	133	204	116	110	99	98	88·2
13	Bordesley, St. Andrew's	107	45	84	42	38	35	37	87·3
14	Warwick, St. Mary's	116	75	101	53	49	46	41	85·5
15	Long Itchington	53	30	38	16	13	14	14	85·4
16	Edgbaston, St. James'	112	82	107	70	65	59	55	85·2
17	Edgbaston	94	57	82	50	46	42	38	84·
18	Leamington	172	99	125	32	29	28	23	83·3
19	Birmingham, St. Matthias'	154	119	163	87	74	69	66	80·1
20	Moreton-in-the-Marsh	69	51	65	45	36	40	32	80·
21	Nuneaton	79	67	78	62	51	52	45	79·5
22	Ashted, St. James'	118	94	108	63	55	52	42	78·3
23	Offchurch	30	25	27	18	16	14	12	77·7
24	Birmingham, Bishop Ryder's	212	113	187	101	84	83	67	77·2
25	Rugby, St. Matthew's	115	75	92	70	68	61	33	77·1
26	Birmingham, St. Barnabas	191	128	181	113	95	81	84	76·7
27	Atherstone	96	57	72	45	33	39	31	76·2
28	Birmingham, St. Matthew's	258	127	172	116	97	83	81	75·2
29	Coventry, Trinity	104	73	98	60	46	40	47	73·8
30	Hampton-in-Arden	36	31	28	25	21	12	11	57·3

Mixed, under a Master.

No.	Name of School.	On Books.	Average.	Present at inspection.	Individual Examinations.				Per-centage of Passes.
					Examined.	Reading.	Dictation.	Arithmetic.	
1	Ryton-on-Dunsmoor	34	28	34	23	23	23	23	100·
2	Wolston	127	87	108	57	57	54	53	95·9
3	Rowington	122	75	104	55	51	50	50	94·9
4	Attleborough	175	119	147	75	74	69	70	94·6
5	Bentley	203	151	191	101	100	94	86	92·4
6	Bulkington	224	150	216	122	114	109	113	91·8
7	Tysoe	227	141	220	87	80	76	83	91·5
8	Birmingham, St. Jude's	146	92	103	64	62	57	55	90·6
9	Leamington, St. Mary's	212	135	172	108	102	97	94	90·4
10	Whichford	75	61	68	47	45	40	42	90·
11	Crick	132	82	107	37	35	32	33	90·
12	Inkberrow	96	64	99	20	17	17	19	88·3
13	Keresley and Coundon	168	131	171	84	76	71	75	88·1
14	Bordesley, St. Andrew's (Small Heath).	165	118	143	96	92	89	72	87·8
15	Bidford	215	158	207	90	87	78	72	87·7
16	Sheepy Magna	50	39	38	27	25	23	23	87·6
17	Alveston	84	76	76	66	63	58	49	85·8
18	Longborough	110	89	104	61	55	56	46	85·8
19	Walton	32	24	27	19	19	14	15	84·2
20	Kenilworth, St. John's	162	113	141	70	60	57	58	83·3
21	Bourton-on-Dunsmoor	43	38	36	17	15	15	12	82·3
22	Marton	75	44	58	18	15	15	14	81·5
23	Westwood	91	61	83	56	54	45	47	80·9
24	Brinklow	171	116	152	54	50	49	32	80·8
25	Alcester	176	109	145	78	61	67	56	78·6
26	Lower Swell	55	46	53	30	28	22	20	77·7
27	Henley-in-Arden	67	50	48	14	13	12	7	76·1
28	Stow-on-the-Wold	80	67	57	41	35	28	30	75·6
29	Leamington, St. John's	170	75	127	50	38	42	33	75·3
30	Cubington	162	113	134	83	65	69	52	74·7
31	Harbury	111	70	104	66	55	50	41	73·7
32	Bickenhill	40	22	33	27	23	21	15	72·9
33	Packington	75	63	66	42	34	27	30	72·2
34	Eatington	80	55	65	31	19	25	22	70·9
35	Walsgrave-on-Sowe	72	42	67	33	24	22	22	68·6
36	Birmingham, St. Martin's	90	56	74	27	17	14	18	60·5
37	„ St. Philip's	168	98	124	83	48	51	33	53·

Mixed, under a Mistress.

1	Burmington	25	16	19	11	11	11	11	100·
2	Stockton	105	74	84	41	39	37	41	95·2
3	Ladywood, St. John's (Icknield Port Road).	180	113	156	58	55	54	56	94·8
4	Oddington	87	57	82	42	42	40	37	94·4
5	Lozells, St. Silas'	155	98	135	41	40	38	36	92·6
6	Birmingham, St. Paul's	564	287	387	118	104	115	109	92·6
7	Shipston-on-Stour	112	86	99	40	39	36	34	92·3
8	Coventry, St. Peter's	219	112	148	41	37	40	36	91·8
9	Shirley	73	54	73	29	26	28	25	90·8
10	Kenilworth	58	44	56	42	41	37	36	90·4
11	Lea Marston	85	58	67	40	32	37	29	90·
12	Arrow	65	49	65	42	38	40	35	89·6
13	Solihull, Palmer's Charity	133	94	113	61	55	56	51	88·5
14	Lighthorne	54	41	46	37	33	32	33	88·3
15	Birmingham, St. David's	321	195	247	82	75	76	63	87·
16	Southam	104	65	92	35	35	34	22	86·6
17	Edgbaston, St. George's	162	117	155	113	103	98	89	85·4
18	Feckenham	65	45	69	29	26	26	22	85·
19	Birmingham, St. Thomas', Bow Street.	156	98	134	86	71	82	66	84·9
20	Birmingham, St. Matthias', Farm Street.	157	114	169	42	38	36	33	84·2
21	Combroke	47	42	47	28	26	23	22	84·5
22	Stockingford	132	86	113	48	43	40	37	83·3
23	Hunningham	53	33	45	17	16	13	13	82·7
24	Rugby, Trinity	214	141	186	82	70	63	65	82·5
25	„ Elborow's	163	114	142	64	56	50	52	82·3
26	Naunton	53	34	49	15	15	13	9	82·2
27	Blockley	212	147	179	72	63	61	53	81·9

No.	Name of School.	On Books.	Average.	Present at Inspection.	Individual Examinations.				Per-centage of Passes.
					Examined.	Reading.	Dictation.	Arithmetic.	
28	Birmingham, St. Stephen's	353	262	392	84	75	69	62	81·7
29	Stoke	93	64	77	31	25	29	22	81·7
30	Bourton-on-the-Hill	53	40	52	27	25	25	16	81·5
31	Spark Hill	91	67	80	41	40	34	25	80·4
32	Deritend, St. John's	202	146	181	84	72	65	65	80·1
33	Birmingham, St. Mary's	139	87	102	33	27	29	22	78·8
34	Studley	160	116	150	60	53	44	44	78·3
35	Long Lawford	61	38	52	25	21	21	16	77·3
36	Chesterton	24	18	21	14	11	14	7	76·1
37	Birmingham, All Saints', Nineveh	161	105	138	57	34	51	40	73·1
38	Loxley	44	35	44	23	15	20	15	72·5
39	Birmingham, St. Martin's, New Hall Street.	273	145	211	75	58	62	41	72·
40	Birmingham, All Saints', Heath Street.	174	81	145	24	19	19	13	70·8
41	Mappleborough Green	70	44	62	30	23	23	17	70·
42	Aston Brook, St. Mary's	118	70	88	36	18	30	26	68·5
43	Newbold-on-Stour	98	63	60	36	29	22	16	62·
44	Brailes	140	79	107	35	25	23	17	61·9
45	Kinwarton and Great Alne	67	33	39	20	9	15	13	61·6
46	Clifton-on-Dunsmoor	74	58	68	31	22	17	17	60·2
47	Hartshill	136	81	105	25	16	15	13	56·6
48	Birmingham, St. Mark's, Helena Street.	150	140	202	83	88	55	44	55·
49	Budbrooke	59	37	53	25	16	17	8	54·6
50	Little Bromwich	66	29	38	15	7	7	5	42·2

Infant Schools.

No.	Name of School.	On Books.	Average.	Present at Inspection.	Individual Examinations.				Per-centage of Passes.
					Examined.	Reading.	Writing.	Arithmetic.	
1	Kenilworth	117	77	97	18	18	18	18	100·
2	Birmingham, St. Luke's	294	145	203	41	41	41	40	99·2
3	„ Christ Church	151	100	140	42	41	42	41	98·4
4	„ St. Clement's Nechells	594	290	464	107	106	106	103	98·1
5	Stow-on-the-Wold	101	74	82	13	13	13	12	97·4
6	Birmingham, St. George's	426	298	436	80	77	79	76	96·6
7	„ St. Mark's	393	211	296	89	86	89	82	96·2
8	Ashted, St. James'	212	119	155	37	34	37	34	95·5
9	Coventry, St. Michael's	190	124	173	6	6	6	5	94·4
10	Edgbaston, St. James'	255	162	209	36	36	36	30	94·
11	Birmingham, St. Jude's	130	77	103	21	19	20	20	93·8
12	Moreton-in-the-Marsh	99	57	70	10	10	10	8	93·3
13	Edgbaston, St. George's	230	132	202	58	53	57	52	93·1
14	Birmingham, St. Thomas', Bow Street.	172	115	168	23	21	23	20	92·7
15	Rugby, St. Matthew's	278	159	242	53	47	53	48	92·4
16	Warwick, St. Mary's and St. Paul's	196	120	192	19	18	19	15	91·3
17	Birmingham, Christ Church, Fleet Street.	142	95	134	49	44	44	46	91·1
18	Ladywood, St. John's	300	199	306	98	80	95	92	90·8
19	Birmingham, St. Thomas'	294	151	202	67	65	59	58	90·5
20	„ St Matthew's	368	168	277	65	59	61	55	89·7
21	Bordesley, St. Andrew's	214	79	164	25	24	21	22	89·3
22	Birmingham, Immanuel	144	92	112	32	32	30	23	88·5
23	„ St. Barnabas'	338	242	290	84	71	78	73	87·6
24	„ All Saints'	53	56	67	8	7	8	6	87·5
25	„ St. Matthias'	296	159	310	51	45	47	41	86·9
26	Atherstone	127	73	63	5	5	5	3	86·6
27	Harbury, Wagstaff, Endowed	64	37	60	7	6	7	5	85·7
28	Birmingham, Bishop Ryder's	256	127	188	9	7	8	8	85·1

No.	Name of School.	On Books.	Average.	Present at Inspection.	Individual Examinations. Examined.	Reading.	Writing.	Arithmetic.	Per-centage of Passes.
29	Birmingham, St. George's, Smith Street.	246	148	194	46	32	41	39	81·1
30	Coventry, Trinity - - -	228	146	213	43	34	40	39	80·6
31	Birmingham, St. George's, Hospital Street.	270	149	213	63	51	51	47	79·3
32	Birmingham, St. Matthew's, Cato Street.	225	116	180	35	23	34	26	79·
33	Birmingham, Bishop Ryder's, Ragged.	561	202	541	56	44	45	40	76·7
34	Nuneaton - - - -	151	134	144	24	18	17	16	70·8
35	Bickenhill - - - -	38	22	32	9	5	6	3	51·8
36	Birmingham, St. Lawrence - -	233	113	163	33	10	20	18	48·5
37	„ St. Philip's - -	55	40	54	None presented.				

Night Schools.

No.	Name of School.	No. of Departments.	Average.	Present at Inspection.	Individual Examinations. Examined.	Reading.	Writing.	Arithmetic.	Per-centage of Passes.
1	Bulkington - - - -	1	36	—	44	44	44	44	100·
2	Bidford - - - -	1	45	—	46	44	46	44	97·1
3	Birmingham, All Saints' - -	2	129	166	141	132	134	137	95·2
4	„ St. Stephen's - -	2	72	130	86	73	83	78	94·1
5	„ St. Luke's - -	2	74	—	33	30	32	31	93·9
6	Alcester - - - -	1	19	—	32	29	31	30	93·6
7	Coventry, Trinity - - -	1	6	18	5	5	5	4	93·3
8	Birmingham, All Saints', Heath Street.	1	51	66	50	47	48	43	92·
9	Edgbaston, St. James' - -	1	26	23	20	17	19	18	90·
10	Attleborough - - - -	1	15	12	12	11	11	10	88·8
11	Birmingham, Christ Church - -	2	72	64	71	68	65	55	88·2
12	„ St. Barnabas - -	2	166	242	186	162	152	178	88·1
13	„ St. Paul's - -	2	143	308	153	118	139	141	86·7
14	Tysoe - - - -	1	19	16	14	12	12	12	85·7
15	Stratford-on-Avon - - -	1	26	30	24	21	20	20	84·5
16	Birmingham, St. Mark's - -	1	70	71	55	48	42	49	84·2
17	Keresley and Coundon - -	1	34	38	38	31	33	32	84·2
18	Birmingham, St. George's - -	2	129	255	139	109	117	113	81·3
19	Coventry, St. Peter's - - -	2	12	17	7	6	6	5	80·5
20	Birmingham, Bishop Ryder's -	4	416	715	288	189	227	271	79·5
21	„ St. John's, Deritend -	2	76	115	85	60	72	68	78·4
22	„ St. Clement's Nechells	1	51	42	38	28	32	27	76·3
23	„ St. George's, Hospital Street.	1	13	20	7	5	6	5	76·2
24	Coventry, St. Michael's - -	3	63	65	33	23	30	22	75·7
25	Wolston - - - -	1	14	11	11	10	8	7	75·7
26	Birmingham, St. Thomas' - -	1	55	108	48	31	39	36	73·6
27	„ St. Matthew's - -	2	129	206	132	99	86	102	72·4
28	Whichford - - - -	1	23	—	29	27	25	19	70·1
29	Crick - - - -	1	17	21	15	14	11	6	68·8
30	Birmingham, St. Bartholomew's -	1	26	29	20	15	15	11	68·3
31	„ St. Martin's, Newhall Street.	1	41	98	53	37	32	39	67·9
32	Birmingham, St. Matthias' - -	1	28	42	5	5	3	2	66·6
33	Eatington - - - -	1	18	21	14	14	11	3	66·6
34	Bourton-on-Dunsmoor - -	1	6	9	4	4	3	1	66·6
35	Birmingham, St. Thomas', Bow Street.	2	117	225	115	75	76	77	66·1
36	Campden - - - -	2	48	55	50	38	29	24	60·6
37	Birmingham, St. George's, Smith Street.	1	15	13	8	3	5	6	58·3

The following table will show the per-centage of failures in each of the above groups :—

SCHOOLS inspected on Account of ANNUAL GRANTS in 1868.

Class of School.	No. of Departments.	Number of Children.				Per-centage of Failures in			
		On the Books.	In average Attendance.	Present at Inspection.	Examined.	Reading.	Writing.	Arithmetic.	Altogether.
Infants - - - -	37	8,441	4,813	7,139	1,462	11·8	6·5	14·1	10·8
Boys - - - -	52	7,977	5,862	7,310	4,980	11·	13·5	15·7	13·4
Girls - - - -	30	4,167	2,843	3,665	2,170	9·7	13·5	20·4	14·5
Mixed, under a master - -	37	4,485	3,056	3,902	2,059	11·	15·5	21·3	15·9
„ under a mistress -	50	6,549	4,252	5,625	2,270	13·	15·1	26·	18·4
Total of day schools -	206	30,619	20,826	27,641	12,941	10·9	12·9	18·2	14·
Total of night schools -	54	—	2,300	3,151	2,111	20·2	17·	16·1	18·8

If this table be compared with a similar one given in my last report, it will be seen, that the boys' and girls' schools have improved in reading and writing, and fallen back in arithmetic. The infants have improved in reading and arithmetic, and fallen back in writing, while the mixed schools have made a very decided advance in all the three subjects. Improvement in past two years in separate schools, mixed schools, and night schools.

Altogether the per-centage of success in the day schools I have visited, has been increased from 83·5 in 1866 to 86 in 1868. In the night schools, the improvement is still greater, from 76·3 to 81·2, or very nearly 5 per cent. of the whole number examined.

In my opinion the increased and increasing accuracy, with which those children who are examined, read, write, and cypher, is the strongest point of the present system. The weak point is the small number of children individually examined, compared with the whole population of the district, the number on the books of the school, the number present at inspection, or even with the number in average attendance. Large number of children not individually examined.

The number of children on the books ought I believe to be larger than it appears to be, many teachers counting the names on the new registers instead of the names on the registers which have been in use during the preceding official year, and this explains in part how it is that the number present at inspection exceeds in many schools the number on the books. A teacher makes out his return, not when the official year is ended, but when the managers' report (Form IX.) is sent to him, which is generally a few days after his new registers have been begun. The number of those recently Making up returns.

admitted, with the number of those who have left the school but come to the examination, together exceed the number of absentees.

Returns often made up at the last moment, a practice very injurious to the teachers.

It would be a good plan, I think, to require all teachers and managers to insert a draft of the returns which they have to make in Form IX., in the log-book, on the last day of the official year; then when the Form IX. is received, the managers would only have to copy this return. Now it is too often the case that the teachers weary themselves with the double task of strengthening their pupils' weak points in school hours, and out of school hours preparing these necessary returns, sacrificing their nights' rest and acquiring that terribly worn look, which so often grieves an inspector.

The number of children present at an inspection depends on the special effort made by managers and teachers to collect them, and in the case of those whose names are not on the capitation schedules on the wish of the inspector; if he have expressed a desire to see these children, and examine them in religious knowledge, they will come; if not, the greater part of them will stay away. This may account for the fact that in day schools under certificated teachers, I have seen about 17,000 children, including more than 4,000 infants, whose names *were* on the capitation schedules, and at least 10,500 whose names *were not* there. But why *should* all these children go away unexamined? and why should the number in average attendance exceed the number presented for examination by more than 3,000? It is in great part owing to no fault of the children or their parents or their teachers, but to the hard and fast line which allows no one to be presented who has attended less than 200 times! I believe that an alteration of this rule would not only increase the number who do pass the inspector's examination, but (a much more important matter) the number who are able to pass it.

Number individually examined too small due to the requirement of 200 attendances.

If a boy's parents move from one town to another he often enters or tries to enter a school near his new home less than 20 weeks before the close of that school's official year. In some cases (although these are not many) the boy is refused admittance, the funds of the schools not allowing the managers to provide education for those who cannot earn a Government grant for it.

But generally he is admitted, and is asked in what standard he was last examined. Suppose he is eight years old and passed in the second standard six months ago, he cannot be presented this year in the third standard, and the master is tempted to prepare him for that standard a year later.

The capitation schedules show that a child very rarely advances two standards in one year, and this is not won-

derful, as it is contrary to the pecuniary interest of both managers and teachers to allow him to do so.

Bad effects of this to children whose parents are migratory

The consequence is that the boy loses a whole year, and this is not all, for 16 months he is working below his real strength, and half the intellectual and more than half the moral benefits of the most important year of his school life are lost to him. In many, perhaps in most, schools these irregular boys see the more regular ones encouraged by the stimulus of a competition and the fair prospect of a prize, from which they are excluded, and by no fault of their own. Thus in many schools the regular scholars have all the encouragements to do their best, that a prescribed year's work, a teacher anxious to make them pass if possible, and a hope of commendation and reward can give. On the other hand the children, who from any cause are not able to make up the required 200 attendances, enjoy none of these advantages, and can hardly be expected to work with half the diligence of their more favoured companions.

The great aim of teachers, inspectors, and educationalists should be to give as many children as possible an amount of education which they are likely to retain, and which may be of real service to them in after life. Now, to make a child pass in one of the three higher standards, especially the sixth, is to secure this; to make him pass the third only is to leave it very doubtful, and to be content with one of the two lowest, is to give up all hope of his retaining what he has learnt many years. So long as the migratory habits of the wage-receiving classes continue, and the present restriction of the 200 attendances is maintained, so long I shall have the pain of seeing thousands of those I inspect leaving school, who have taken four years to pass two standards, or six years to pass three standards, who have never been obliged to put forth all their powers, and whose book learning will soon be forgotten.

Importance of making more pass in Standard VI.

It should be made the interest of all these boys and girls, and their teachers, that they should pass the sixth standard, and, if possible, should do so before they complete their 13th year. This is the very least amount of general education which will serve as a sub-stratum for that "Technical Education," which is being more and more loudly demanded for the younger artizans of this country. If the same privilege were conceded to the day school as is now given to the evening class, and all those who had attended 24 times (instead of 200) were allowed to be examined, and if successful to bring a grant to the school, I believe the number passing in the sixth standard would be doubled in less than two years.

How this might be done.

In the first place we should be able to examine nearly all the children who have made up the 200 attendances at two (or more) different schools; in the second place we should have those who have been kept away from school by a long illness or a bad accident which need not interfere altogether with instruction at home; in the third place we should bring in those who are half-timers unrecognized by any act. I examined (under protest) a boy last autumn, who attended school half the day and was employed the other half in domestic service, he passed creditably but the grant was, I believe, disallowed, although surely it is wise to encourage all such boys (and their teachers) to make the most of the few hours, which they can still spend in the school-room. If two boys have passed the fourth standard in their twelfth year, and one of them attends 24 times at a night school, and the other 50 times, whenever he can get a half day, at his former day-school; why should the first bring credit and a government grant to his school, by passing next year in the fifth standard, and the second be not allowed to do so? Many promising boys might, and would, thus be encouraged to prolong their connexion with their old school.

Unrecognized half-timers.

I would not give up without an equivalent the encouragement to regularity which the requirement of 200 attendances does in a measure supply. I believe however that 200 attendances, although too large for a *minimum*, is too small to entitle a child to be called regular. It only means that he has come to the same school 8 times out of every 17 occasions when it was opened. It would, I think, be far better to revert to the old minimum of 176 days or 352 attendances prescribed by the Original Code, a number still recognized, I am glad to say, in the scholars' certificates.

At present a scholar brings eight shillings to the school, provided that he attends regularly and satisfies the inspector in reading, writing, and arithmetic. But while his failure in reading, writing, or arithmetic deprives the school of *one third* of this grant, his failure in making up 200 attendances deprives the school of the WHOLE!

Suggestion.

I would suggest, if I may be allowed to do so, that failure in reading, writing, or arithmetic, should deprive the school of *one fourth* of the grant, and that failure to make up 352 attendances should likewise deprive the school of *one fourth*. If this suggestion were favourably received by your Lordships, the really regular children would bring the school as large a grant as at present, while those whose attendances were between 24 and 352, would under favourable circumstances bring a sum of six shillings. I do not

think such a change as I am suggesting could materially increase or diminish the whole grant, or that gained by any particular class of schools, while I believe that all the scholars, both regular and irregular, would be greatly benefited by the change. The presence of even a small number, much more of a considerable number of children, who are not being prepared for the coming examination, and whose daily progress is a matter of comparatively little importance, is an element of disorder in every class, and makes the maintenance of discipline doubly difficult.

Effects of Minute of 20 February 1867, on pupil-teachers,

Two years ago, I pleaded the case of the best scholars, those who had already passed in the sixth standard, and I asked for an additional grant to small schools, if they employed a pupil-teacher. Your Lordships' Minute of the 20th February, 1867, gave me more than I had ventured to hope for, and with the most encouraging results. The number of apprentices in my district, on the 21st January, 1867, was 202; it is now 311. Allowing for the slightly increased size of the district, this is an advance in two years of 50 per cent. The following table will show how they are divided:—

Year of Apprenticeship.	5th.	4th.	3rd.	2nd.	1st.	Total.
Boys - -	12	16	21	30	23	102
Girls - -	21	30	37	54	67	209
Total -	33	46	58	84	90	311

Of those who were candidates for admission into training colleges, five boys and ten girls are placed in the first class, two boys and six girls in the second. Of the 247 successful male candidates, Joseph Knight, of the Coventry Holy Trinity boys' school, is *fifth*; and Elizabeth Sumner, from the Ladywood St. John's school, is fourth among 479 successful female competitors.

and on schools.

The good effects of the new Minute, in inducing teachers to resume the study of geography, grammar, and other like subjects, are by no means confined to the schools which have succeeded in obtaining the extra grant. I believe the number of these successful schools in my district would have been much greater than it is had I been less stringent in my examinations. My method has been to have a list of those presented lying before me, and to make the children sit round my table in the same order. I then ask the first child a question, and if he answers it correctly, give him a good mark; if he does not answer it rightly, I pass on to the second child, and so

Mode of examination.

on until I have been round the class six times. I then send all to their seats who have either more or less than two marks. I then give the remaining children a seventh chance. If the number who have obtained three marks be less than three-fourths, I do not feel myself at liberty to recommend the extra grant.

Suggestion as to presenting selected children from several classes,

not all from the first class.

The schools do best in this examination which present selected children from several classes. In every class there are forward children who find no difficulty in the rudimentary subjects, and who may well devote an hour a day during at least half of the official year to the study of the extra subject. On the other hand, a dull lad of 11 or 12, who failed last year in two subjects out of three in the third standard, has as much as ever he can do to prepare himself to pass in the Revised Code examination in the fourth standard. To try to make such boys pass in geography or grammar also, is to imitate the dog in the fable who lost the substance by grasping at the shadow.

Success of schools in obtaining the new grant.

Out of 86 schools under certificated masters only 24 have obtained the full extra grant; and only 13 out of 80 under certificated mistresses.

Religious knowledge.

Examination in it.

I do not like to conclude my report without repeating my opinion that in most of my schools the religious instruction is satisfactory, and in many it is thoroughly good. There is no part of the examination which is more interesting to the children or their friends, and certainly none which is so gratifying to myself.

Writing and drawing.

In many of my schools the caligraphy deserves special praise, and the freehand drawing is excellent in not a few.

I have the honour to be, &c.

H. M. CAPEL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* REV. C. D. DU PORT, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* BERKS, HANTS, OXFORD, SURREY, *and* WILTS.

MY LORDS, Albion Place, Reading, September 1, 1868.

I HAVE the honour to submit the following Report concerning the schools in the district assigned to me.

Extent of district.

My district comprises the greater portion of Berks (excluding its northern part), a northern portion of Hants, and a northern portion of Wilts; with three Oxfordshire, and three Surrey parishes.

I took charge of this district in January, 1867.

I have visited in all 166 different parishes or ecclesiastical districts, comprising 223 separate schools, or departments of schools under separate teachers. In Berks 71 such parishes and 105 school departments; in Hants 36 parishes and 44 departments; in Wilts 56 parishes and 71 separate school departments; in Oxon 1, and in Surrey 2 separate ecclesiastical parishes and the same number of separate departments. Of these 223 separate departments of schools, 33 (distributed over but 30 different ecclesiastical parishes) were in the charge of teachers who, being uncertificated, are not recognized by your Lordships so far as grants of money are concerned. My right of entry into these schools, as your Lordships are aware, is generally grounded upon the fact that government aid was given towards their building funds. In some cases I visited these schools by special invitation.

Schools visited not under certificated teachers.

I will proceed to speak at once of these 33 schools under uncertificated teachers. Of these, 12 are in Berks, 10 in Hants, and 11 in Wilts.

I have classified them into four divisions, viz.; *good*, of which in Berks there is one (which is very good), in Hants none, in Wilts none; *fair*, or *pretty fair*, of which in Berks there are two, in Hants four, in Wilts none; *indifferent*, of which in Berks there are five, in Hants one, in Wilts six; and *bad*, of which in Berks there are four, in Hants five, and in Wilts five.

Summary of the working value of schools not under certificated teachers.

Thus out of these 33 schools under uncertificated teachers, *one* only is *good; six* are *fair* or *pretty fair; twelve* are *indifferent;* and *fourteen* are *bad.*

Looking, however, at the question of extending aid to schools of this class there is one point of importance that should not be forgotten; it is this:—Only three of these schools had any certain expectation of an inspection for more than three weeks before my visit; and none had the tempta-

tion of a money grant to induce them to work up for a successful or creditable examination. I do not think that the temptation of a money grant, and the stimulus of inspection could ever make one of the 14 *bad* schools become at all effective under its present teacher; but I estimate that about half those that are now classified as *indifferent* could thereby be stimulated up to *pretty fair;* and I think about half of those now classified as *pretty fair*, could be raised up to *satisfactory.*

I think it right to state that in the majority of these 33 schools, I am quite as dissatisfied with the religious as with the secular instruction. There is almost as great and almost as fatal a want of system in the religious instruction, as in the reading or the sums. The catechism is most probably learned *memoriter*, but it is repeated generally quite without intelligence, and is droned out almost unintelligibly; and where Bible stories are taught, and not merely read, the style of answering is generally a mere simultaneous bawl in response to either *leading* or *stereotyped* questions, and implies now and promises for the future practical ignorance on the part of the children individually.

The best subject taught in these schools is writing; spelling is very lame almost always; but not unfrequently copy book writing is very fair; reading is almost invariably both unintelligent and unintelligible. In at least five of these schools the Bible with its difficult style and many hard words and names was the only class book used for reading lessons.

Summary of the working value of schools under certificated teachers.

I will now at once subjoin for purposes of comparison, a tabulated estimate of the condition of the 190 schools under certificated teachers that have been inspected by me.

Of this number 93 are in Berks, of which 39 are good or pretty good; 34 fair or pretty fair; 18 indifferent; and two bad: 34 are in Hants; of which 10 are good or pretty good; 12 fair or pretty fair; eight indifferent; and four bad: 60 are in Wilts; of which 30 are good or pretty good; 15 fair or pretty fair; 15 indifferent; and none bad. One is in Oxon, and is fair; two are in Surrey, of which one is pretty fair, and one indifferent.

Comparison between the working value of the schools under certificated teachers and of those under uncertificated teachers.

Thus my experience of schools under certificated teachers (gleaned from the inspection of 190 separate departments of schools) gives the following decimal approximation to a percentage of good, fair, indifferent and bad schools, viz:—

Good	41·57 per cent.	Indifferent	22·1 per cent.
Fair	33·15 „	Bad	3·1 „

Whilst my experience of schools under uncertificated teachers (gleaned from the inspection of 33 separate school

departments) gives the following as the decimal approximation to a corresponding per-centage, viz:—

Good -	3·03	Indifferent -	36·36
Fair -	18·18	Bad -	42·42

It is also only just to add, when reviewing this comparison between schools under certificated and uncertificated teachers respectively, that a considerable proportion of the schools under certificated teachers that I have ranked as indifferent and as fair, will, under the stimulus of inspection, rise to the class next above their present merits.

It is further essential to a fair balance of the relative merits of schools under these two classes of teachers, to remember that my 33 schools under uncertificated teachers may be expected to gain a much higher character than would be the case with the mass of such schools throughout the country, inasmuch as in almost every case of the 33, there has been an educational interest stirred up in the parish to be measured by the fact of government aid having been called in to assist in providing decent school accommodation.

Review of the progress of education throughout my district.

I now proceed to a review of the educational condition of my district generally.

It comprises (neglecting all hamlet parishes of less than 100 souls) 297 parishes with a total population of 281,055 souls.* Of these, 110 parishes (containing 185,962 souls) possess schools under certificated teachers; whilst 187 parishes (containing 95,093 souls) possess either no school at all or else schools under uncertificated teachers. Almost all these 187 parishes, as is evident by their small aggregate population, are rural.

Concerning education in these parishes, I cannot refrain from expressing my very deep regret that it is wholly out of my power to acquire detailed knowledge. That many of them are quite without schools I cannot doubt; and it is to be remembered that, according to my above table, over 42 per cent. of those that have schools are none the better for them, whilst the schools in 36 per cent. more, are only indifferent.

These statistics seem to point out then at once both the strength and the weakness of our existing educational system; for of the 110 parishes that it has reached, and that possess certificated teachers and regular inspection, only 3 per cent. have bad schools; but in the case of the mass of the above 187 country parishes, we lack authority for any individual investigation as to the actual extent of their educational barrenness; and we lack the power of taking an

* I here have used the Poor Law Board Parliamentary Parish Returns.

educational initiative in those that actually have been locally too weak or too careless to provide properly for the education of the labouring class, of which, according to my above table, there are above 42 per cent., exclusive of some in which there is no school at all.

Report concerning schools regularly visited for annual grants, being under certificated teachers.

I now proceed to speak of those schools that I have visited under your Lordship's instructions with a view to annual grants, they being under certificated teachers and working in accordance with the Revised Code. First, I subjoin certain statistics of parishes in my district possessing schools of this class. The school pence for the year amounted to 3,705*l.* (this sum is distributed over 125 schools under separate management). Voluntary subscriptions amounted to 7,655*l.*, and endowments to 763*l.* Other special sources contributed 523*l.* Government capitation grants amounted to 4,886*l.* The average cost per scholar in attendance throughout these schools is 1*l.* 7*s.* 1*d.* per annum.

(N.B. It is interesting to note that the average cost per scholar in the schools under uncertificated teachers, 42 per cent. of which I classify above as bad, is 1*l.* 4*s.* 6¾*d.*)

Taking the average for all the parishes in which certificated teachers are employed, I find that the proportion of children whose names are on the school registers as present members of these schools, is over one-tenth of the total population.* Of 18,896 children on these school registers 205 are over 14 years old, 411 over 13, 875 over 12, 1,329 over 11, 1,701 over 10, 2,041 over 9, 2,228 over 8, 2,313 over 7, 2,254 over 6, and 5,539 under 6 years old.

The working of the Revised Code.

I ought to be specially qualified for the criticism of the Revised Code, for I was connected for two years (the last two of the Old Code's existence) with what was then considered a first-rate London school, and on the coming in of the Revised Code I left England and remained in India for four years, so that on taking up my present work I came upon the Revised Code in the full working order of its fourth year's existence.

In that time, as I can unhesitatingly aver, it had in most schools remedied what I had always realized as the special blot upon the old system.

The Old Code worked admirably so far as the cleverest and oldest boys in a school were concerned. I dare say that at this moment our New Code schools could not as a rule send up equally successful candidates for prizes in Euclid or in history. But under the Old Code the lower classes re-

* This is a satisfactory proportion; for, whilst "population" here includes all the dissenting denominations, no schools connected with these denominations are here taken into account.

ceived a very small share of the head teacher's care, and the duller children in the first class went to the wall in favour of the more interesting work of carrying on the elder and cleverer ones in their more advanced subjects. Now the mass of our children stay so short a time at school that they become perhaps not all, or perhaps only for a very short time, members of the first class; if therefore they are not well taught and trained in the lower classes they will never be taught at all. Again, of those in the first class of a school the cleverer and more advanced ones are just those who are able to carry on their own education with least aid from their teacher; whilst the duller and more backward ones are those whose only chance depends upon a teacher's more than ordinary pains. If they leave school unimproved they will forget everything, whilst the cleverer and more advanced ones on leaving school will naturally follow up an education in which they have learned to find much pleasure. Here was the weak point of the old system; here lies the strong point of the new. *Now*, we press as closely into the grounding work of the junior classes as we do into the more interesting instruction of the elders. *Now*, we do not understand by a good school a school that can turn out 5 or 6 per cent, very clever scholars; but we say of a school in which 5 or 6 per cent. can win prizes in all manner of subjects, whilst 94 or 95 per cent. are learning nothing well and are developing no intelligence, that the school is bad, and that it quite fails in its duty as an educator of the people.

The evil of mere simultaneous answering lessened under the Revised Code.

In another point, very similar to this, I see daily the advantages of the New over the Old Code. In the oral lessons under the Old Code, whether in geography, history, or scripture, it was very generally the fashion to allow a whole class to call out its answers altogether; hardly ever were the children pressed to answer one by one, and the evils of that system hardly need to be pointed out, they are now so patent to those who have seen the individualizing work of the New Code. I have seen, under the Old Code, a first class take visitors by storm with their ready replies (all with one voice) to their teacher's oral questions; but what was this generally worth? As a rule, in a class of 30, there would be five or six sharp children who alone learned anything individually, and they would start the answer to the teacher's questions, whilst the rest of the class, catching the cue from them, would co-respond with them. Take out those five or six clever children and the class, even collectively, could answer nothing.

And the weakness of that exclusive use of the simultaneous system in oral teaching is, that as all are to reply in chorus

all must use the same words; hence arises a stereotyped form of question and answer which may succeed in developing memory but which must fail to awaken intelligence. The individualizing system of the New Code is rapidly removing from our annual grant schools this most fatal defect in oral instruction.

Instruction in higher subjects, *e.g.* geography, &c. increased by the new Minute of February 1867.

It has been said, however, that the Revised Code by its demands for individual grounding in reading, writing, and sums has lost to us the intelligence-awakening influence of the Old Code's favourite subjects, geography, grammar, and history.

I consider that up to the coming out of the Minute of February 1867, in which extra money grants were connected with the successful teaching of such subjects as the above, the Revised Code quite rightly ignored them. The gross want of lower class accuracy that obtained under the Old Code was only just being worked off by the end of 1866; and indeed there are still many schools in which the lack of good grounding has not yet been removed, and for which the time for introducing extra and higher subjects has not yet therefore come.

First let a school be thoroughly in working order from top to bottom as regards accuracy of elementary grounding, then extra subjects, such as history, geography, or grammar, can be introduced; and that not only without creating any risk of the children's failing in our individual test of their successful grounding in elementary subjects; but, by stimulating their intelligence, these extra and higher subjects of instruction will make them infinitely more self-confident and easy under an inspector's examination.

I anticipate much success from the new Minute of February 1867 on these extra subjects; I am disappointed in the number of schools that have hitherto succeeded in obtaining its money advantages; they are still few; though they will, I already see plainly, increase largely in number even by next year; but I am even surprised at the number of schools in which the new Minute has proved itself a most successful engine in my hands for inducing the managers and teachers to introduce instruction in one or other of these higher subjects.

Proposed extension of Section 2. of the new Minute.

I very much desire (and have very often heard the wish expressed) that the new Minute of February 1867 were expanded further, so as to allow not only of a child's bringing a capitation grant to its school for a successful examination in an extra subject *once* after passing Standard VI. of the Revised Code, but so as to allow a grant for its passing, say the first year in geography, and again a second year in

grammar, and again a third year in history; for thus a temptation would be held out to managers and teachers to induce children to remain at school for one or two or three years after they have passed our Standard VI.; and I unhesitatingly believe that that money so laid out in capitation grants would be very much more successfully expended than the money that we now are willing to pay for the instruction of children in our night schools that are open for only about three months out of every twelve. It is possible, too, that such capitation grants for these elder children in extra subjects might with advantage be allowed for 100 attendances on their part, instead of the 200 attendances that we rightly demand for children passing in the standards of elementary instruction laid down in the Revised Code; and then this extension of the new Minute might be useful as an experiment, showing whether in agricultural districts some half-time system would not be introduced by managers in the case of these elder and more advanced children, in order to make up their 100 attendances, that might help towards the solution of the very difficult problem of working as a general principle a half-time system in agricultural parishes.

Extension of new Minute useful as a feeler towards an agricultural half-time system.

. Whilst on the subject of the new Minute, I think it only right to lay before your Lordships the following copy of a resolution forwarded to me by the Reading and Henley Schoolmasters' Association, which was moved and seconded by two of the Reading vicars, and was carried unanimously:—

The new Minute in its relation to drawing.

"That while in the opinion of this meeting a knowledge of the principles of drawing would be of great practical value to the children in our schools, not only as giving them the rudiments of a useful accomplishment, but also of that which would practically assist them in their future professions; we also feel that as no cognizance is now taken of any instruction given in this subject by Government Inspectors of the Committee of Council on Education, it is undesirable to press the introduction thereof in our schools. It would, however, be most desirable if the Committee of Council would recognize a knowledge of free-hand model drawing and also geometry among the children as tending in a great degree to advance the general purposes of education."

The upshot of this resolution, as explained to me by one of the clergy who was instrumental in drawing it up, is this, viz., a wish that drawing should be allowed to bring the extra grants offered by the new Minute of February 1867, just as they are now earned by geography, history, &c.

And the way in which it was thought that drawing might come into the working plan of the Minute is this, viz., that in a school of say an average attendance of *n* boys, where a class of one-fifth *n* boys learn drawing from a master recognized by this Department as a teacher of drawing, the

advantages of the new Minute should be conditionally allowed if not less than three-fourths of that class show to Her Majesty's Inspector on the occasion of his visit individual certificates of their having made a year's progress in drawing, signed by the official examiner recognized by the Department of Science and Art.

And further, it was wished that in a school where four or five boys only learn drawing, and where one-fifth of the average attendance, less those four or five, learn some other higher subject, *e.g.*, geography, those four or five boys (if possessed of proper certificates of their due progress in drawing) should be added to the number of those who in the other extra subject satisfy Her Majesty's Inspector's tests, so as to bring up the total number of children successfully taught an extra subject to the proportion required by the new Minute, viz., one-fifth of the average attendance.

Reading, writing, and arithmetic in our Annual Grant schools.

I now proceed to speak of the working of our annual grant schools as regards the more elementary secular subjects. The total number of children belonging to such schools present at my examinations throughout the year just ended was 15,526. Of children over six years old examined individually for a grant of money, the number was 8,629, of whom 6,480 passed in reading, 6,859 in writing and spelling, and 6,203 in arithmetic. These results (looking upon the class instruction in any subject as *fair*, if three-fourths of the class pass successfully in it) point to the elementary instruction in our schools under certificated teachers as reaching a satisfactory average; for reading about fulfils this *three-quarters* test, writing overpasses it, and arithmetic falls somewhat below it. The larger proportion of failures in this last subject is due to the admirable rule that binds Her Majesty's Inspectors to give out every sum by dictation, and so requires children to be grounded with great intelligence and precision in the science of notation. I have heard it more than once objected to our arithmetical system of examination that it tests notation rather than arithmetical rules; but for my own part I fail to see the use of a child's being able to work any rule if he cannot write out for himself correctly in figures, for the purpose of subsequent calculation, the number of sheep or acres or pence upon which he is desirous of exercising his powers of addition, subtraction, multiplication, or division.

I make it an universal practice in the case of each of the upper three standards, to dictate one out of the three sums set in the form of a written problem or question involving one or other of the rules required from that standard, so that their arithmetical examination may test not only precision of

work and accuracy of notation, but also intelligence as to the practical working of every rule, and I find this practice a most effective reminder to teachers of the duty of inculcating something more than a mere *rote* knowledge of arithmetic in their schools.

Reading is progressing on the whole satisfactorily. My 6,480 passes must not be understood as implying that in every respect I was always satisfied; they imply that the reading was correct, not halting, and intelligible to me without book; but in many cases there still remains a more or less monotonous lack of modulation and expression, which (specially in our agricultural parishes) takes a long time and costs a teacher much labour to work off, but the loss of which is one of the best indices of an increased refinement and intelligence in a parish; and I am happy to report that I rarely if ever find my criticisms on this point to have been without an effective response from the teacher on my subsequent visit to a school.

I have to complain (as I observe is the case with many of my colleagues) of the very poor provision made almost universally for teaching our children to read poetry; I hardly ever see a full enough or a well chosen enough collection of poetical pieces for Standard V. The dryness and absence of narrative so often noticeable reminds me but too frequently of my own experience at 10 years old, when a preceptor of university standing and of high repute, endeavoured to develop poetical sympathies within me by making me learn *memoriter* unexplained pieces of Milton's "Paradise Lost."

Infants' schools, and appended infants classes in National schools.

I have examined 2,793 infants under six years of age; and believing as I do that in the education of the masses too much importance cannot be attached to early grounding, I have bestowed especial care upon this department of my work. It is very rarely, if ever, that I have had to classify as indifferent an infants' school separately organized under its own certificated mistress. These schools do their work well as a rule; they cultivate intelligence, develop accuracy, and inculcate early habits of order and discipline. Moreover, in case of any such school being found manifestly deficient, the Revised Code, though it does not require any individual examination of the children, provides a suitable lever for raising its efficiency; for it allows of from one to five-tenths being mulcted from its grant. The Code, therefore, in the main works well as regards these infants' schools. But there is one point in which the Code appears to me to fail very seriously as regards children under six. It is in the very common case where an infants' class is appended to a boys' or a girls' school. So long as such a class does not exceed

40 in number, the infants bring in capitation grants to the school; and their capitation does not depend, as is the case with the elder children, upon individual examination. We have, therefore, no check upon that appended infants' class in a boys' or girls' school, short of withholding the grant for those infants altogether in case of their being definitely lacking instruction suitable to their age.

But very commonly I find in a pretty fair boys' or girls' school, an infants' class very poorly organized and very poorly taught; nominally superintended by the head teacher, but doubtless practically left to mere rotation monitors (next to useless) from the first class. In such a school individual failures under examination cut down the grant for defects in the elder classes; but the infants' grant of 6*s.* 6*d.* per child under six years old is paid in full. Now I do not advocate as a general rule and practice the individual examination of these infants under six; they are too young perhaps to bear that test; but I do advocate that as a class these infants should be dealt with separately from the rest of the school; and that without passing or rejecting them individually we should test and specially report upon the instruction of the one, or two, or three, divisions into which they are classified; and that we should reduce their collective capitation grant by one or more tenths according as we have to report their organization and instruction to be more or less imperfect.

Then we should be free from what I cannot but regard as a blot upon our present system, viz., that money should be given at the rate of 6*s.* 6*d.* per head for children upon whose instruction nothing like that amount is being expended by the school managers.

If some such system of special dealing with the infants' capitation grant were introduced, managers would be afraid to let the teacher of the boys' or girls' school fulfil the mere letter of the law by nominally superintending the infants, whilst their actual instruction is indifferently worked by inadequate monitors; whereas now, so long as the letter of the law is kept, and the instruction of the infants under six is not so bad as to warrant either the confiscation of the entire capitation grant due for them, or of a tenth of the grant due upon the school (otherwise in good working order) as a whole, managers get 6*s.* 6*d.* a head for their infants' class, which is taught in a way not in the least proportioned to this expenditure of money.

I venture to state as my opinion that the present rate of capitation grants for infants under six is more than liberal enough; and indeed that, considering that 4*s.* per infant in

average attendance is paid extra to the 6*s.* 6*d.* capitation grant; we are now paying very much more for these infants' classes, appended to boys' or girls' schools and not under certificated infants' mistresses, than is expended upon their instruction by school managers.

To one other point concerning infants' classes I must yet refer:—I mean the including of mere babies in the capitation schedule. At the risk of no small unpopularity I have resisted this practice; almost without exception I have struck out the names of children under three years old from my capitation lists; and frequently in imperfectly organized classes, I have (from lack of the power of recommending a deduction from the infants' capitation grant) felt obliged to exclude infants of above three years old from a capitation grant; where I have found them learning nothing and practically behaving as babies. The fact is, that the presence of mere babies is ruinous both to the order and the instruction of an infant class; they cannot follow a teacher's lesson; they cannot keep quiet; they will often cry; they continually distract the teacher in her work; their example is sadly contagious with their little neighbours who are but just themselves emerging from the restlessness of babyhood.

If, as I hope earnestly, it is proposed to introduce a special regulation into the Code upon this subject, I would urge that it should be that no cognizance shall be taken by this Department, in the matter of grants in aid, of time spent in school by children previous to their having completed their third year of age.

Instruction in needlework.

One other point of secular instruction remains to be spoken of— *needlework.* I am not satisfied with our relations with this department of instruction.

I confess its importance, though I venture to believe that a much too exclusive importance is attached to it by most critics of girls' education whom I meet. We do not teach any special "*industry*" to our boys; and yet, in a majority of schools, girls are made to spend *two consecutive weary hours* out of the *five* hours of the school day upon this one special "industry."

Most lady critics of the subject seem at first disposed to believe that *time* spent at needlework, and that only, is the way to success. That position I cannot at all allow. Like all mechanical arts, time, in order to give practice, and by practice ease and skill, is more essential in needlework than in arithmetic or geography. But the finest plain needlework in my district is to be found in schools where it is admitted that *system* is quite as essential as *time;* and where certainly

not more than one hour and a half daily, at most, instead of two hours, is given to this one out of the six separate subjects that have to be worked up in the school day of five hours.

I am sure that if girls' schools were always divided into two divisions for needlework, and that the sempstress were to teach each division (duly classified) for one hour every afternoon, a great deal more would be learned by the girls from her,—firstly, because she would have only half as many to attend to at one time; secondly, because they would not become listless and weary over two consecutive hours at one sedentary occupation; and they would then, moreover, gain one hour daily for their other lessons.

I so feel the importance of this, aad have so seen the hurtfulness of the *two hours a day* system, that I earnestly press for a law requiring that our National school time-tables shall never assign more than one hour and a half daily, at most, for a first class of girls, nor more than one hour daily for a junior class of girls, to this subject; and that the sewing mistress shall not take all the classes of girls in the school at one time.

I propose that more time be given to needlework in the case of a first class of girls, because to them, either in paper or in stuff, "cutting out," quite as much as sewing, should be systematically taught; and this, I regret to say, has not (until urged by me at inspection) been the case in the majority of our schools.

Schools of mixed boys and girls.

Almost all our country schools are mixed schools, *i.e.*, mixed classes of boys and girls under either one master or one mistress. The mixed system works admirably. I have never, I think, heard any school manager suggest danger from this intermixture of the sexes. I have frequently heard it urged that thereby a brotherly and sisterly phase of feeling is brought about from constant familiarity as rivals at lessons, &c. Undoubtedly, too, the girls in the *mixed* system gain from the boys' superior natural disposition for arithmetic; unquestionably the boys gain still much more from the girls' very much greater power of reading well, and of answering oral questions with neatness of words and refinement of manner.

Needlework in these mixed schools.

My object, however, in alluding to the mixed system was its relation to this subject of needlework. Conceive in a mixed school under a master the aggravation of work caused to him by the girls in every one of his classes being removed from class work every afternoon for the two hours of needlework, whilst their class-fellows, the boys, are going on without them with two hours' instruction in various subjects. According to my proposal, that each half of the

school-girls should have one hour's separate instruction daily in needlework, this difficulty would be greatly lessened.

Next comes the case of a mixed school under a mistress, which carries with it one special point for criticism to which I entreat your Lordships' attention. In the mixed school under a master (he not being able to sew, fortunately,) a sempstress, either his wife or sister, or else a woman chosen from the village, is provided to teach the needlework, which, to be taught well, calls for (as all will admit) continual supervision over the children's handiwork on her part; and while she works her girls in sewing the master is free to work his classes in lessons. But take the case of a mixed school under a certificated mistress. I have only once known an instance in which a sempstress was provided to assist her. Unfortunately for her school the certificated mistress, being a woman, can sew, and so she is left to supervise carefully the sewing work of her girls, and *at the same time* to discharge the duty of teacher to the rest of her school in reading, sums, or other subjects. The result is that either she is worn out by distraction in her work, or else one or other of these departments of duty is badly attended to. Now, what I urge is, that in mixed schools we should, where they have a mistress, compel the managers, under pain of a reduced grant, to do what in the case of a master they are naturally forced to do, viz., provide a sempstress who shall, under the mistress's directions and organized plans, undertake all the responsibility of teaching the girls to sew, &c., well; leaving the mistress free to work her boys, and those of her girls not belonging to the then sewing division of the school, in their regular lessons.

Religious instruction.

Next I have to speak of the question of *religious instruction.* Upon this subject I confess I have had both to review and revise first impressions. For the first few months of my inspectorate I was disposed to hold the religious instruction of our National schools in somewhat light esteem. I felt, as many others have, that in our National school teachers' so-called religious lessons or examinations there was very little religion, properly so called. My impression was that the religious instruction in most schools might avail much towards teaching the geography of Asia, or the history of the Jews, but that it failed altogether as regards religion proper. I remember a case where, in an infants' department of some 40 children, I asked the teacher, by way of starting some religious lesson, to let the infants sing some simple hymn (the teacher was an untrained assistant in a certificated master's mixed school, paid for teaching one of those appended infants' classes above referred to); she at once

responded to my suggestion, and, seizing her cane, shook it in the face of her little flock in the gallery with an expression that must have made every individual hair of every individual child to stand on end, and in a voice as harsh as one imagines that of the "file" in the fable to have been, she snapped at them the words, "*Now sing 'Christ is merciful,' will ye.*" There was not much religion in that infants' class's religious instruction, all will admit. And sometimes there is not much more direct religion traceable even in a good teacher's good lesson upon the Flood, or Joseph, or the Trinity, or even the Saviour.

But I was too hasty in my condemnation of the system, notwithstanding. In the first place, could it be expected that a teacher, nervous and self-conscious because of the presence not only of an inspector, but of clerical and other managers, should be able to give a directly religious tone to his or her religious examination? Would not anything of the kind sound very artificial, very like cant, and be really an offensive showing off of the children's paces and of the teacher's skill in matters too delicate and sacred (if real) to be paraded for exhibition?

Therefore, whilst thankful and glad if in a teacher's style I detect reason for believing him or her to aim not at mere mental knowledge, but also at a moral application of religious facts, yet I am not foolish enough to expect that before official visitors a teacher shall show off the actual religious earnestness of himself or herself, or the actual religious response and interest of his or her children.

This objection against our religious instruction, then, I consider to be thus very much modified; and I hope and believe that in many cases there is much more *religion proper* in our teachers' daily instruction than appears on the surface of their official examination of their children before their managers and myself; at which time they are thinking (and naturally) somewhat exclusively of showing off their children's intelligence and acquired knowledge. But further, on deeper thought into the matter, I am now disposed to believe that even if this were not so, *i.e.*, if every daily Scripture lesson were a mere hard, scholastic, well disciplined, intellectual exercise of his class by its teacher, even then direct moral and religious good might fairly be attributed to "religious instruction" in our schools. For undoubtedly to take up a Bible or a Prayer Book is to us, because of our associations and early training, a reminder of our religious concerns. I can conceive that the mere sight of a Bible might, from its appeal to early instincts and feelings, even stop a criminal in some particular act of crime. Now, taking

no higher ground than this, I believe firmly that the fact of our teachers having to teach the story of Abraham, David, St. Peter, or St. Paul, or still more the story of the life of Christ, is to them a continual reminder of a moral and religious debt owed by them to their children; and perhaps contributes no small influence towards making them realize the duty of making their classes ashamed of copying or underhanded work in school, and of rude or gross expressions or conduct in the play-ground.

If this is the only actual religious element to be connected with our "religious instruction," I maintain that it is no contemptible one.

I have yet one other aspect in which to speak of this subject. We would be very serious losers indeed *intellectually*, if we were to slight the influence of oral religious instruction in our parish schools. In numbers of our rural parishes these lessons are the main engines for developing intelligence. In reading the children have the words before them; they are not *their* words: in writing, the words are provided for them by dictation or copy; again, they are not *their* words: in sums the figures are given to them, and the rules too: but under brisk, graphic, intelligent teaching and examination in religious stories, the children have to follow an old familiar story in new easy language; and have to answer their teacher's questions as to these stories, not in a stereotyped form of words provided for them, but each individually in its own style and words; and thus our children are taught by these lessons to speak good grammar, to express their ideas in appropriate and simple language, and to deliver their answers in a bright tone properly accented and modulated so as to be readily understood not only by their teacher but by all their classfellows.

Now add to this the further consideration that in scripture lessons, as much as in any history of England, we have historical intellectual exercises; and also that there are to be found abundant geographical intellectual exercises; and add further the consideration that moral and ethical lessons abound as deductions from every story; and further, that the teacher by long familiarity is so thoroughly at home in these lessons that he or she can twist and turn and expound them till the dullest child has taken them in, in a way that is impossible in other more abstruse subjects, and every impartial critic will I believe, agree with me in suspending a too harsh criticism of this department of our national instruction, and in desiring that either by direct legislation by your Lordships or through a dis-

cretionary power exercised by us inspectors, a thoroughly systematized and graduated plan for religious teaching, corresponding to the standards laid down in the Revised Code for secular teaching, be introduced as part of our national system in its relation to schools not purely secular. As my chief complaint in this department of instruction (specially in the New Testament lessons) is a want of systematized sequent grounding, I have no doubt but that the official publication of some such organized plan for the religious teaching of the several classes in our schools, would speedily render it a very rare thing for a school to fail (at any rate in an intellectual point of view) in this department of its work.

Pupil-teachers.

There are employed in my district 111 pupil-teachers. I find it difficult to induce managers to apprentice lads or girls in many a country school, where the want of the help of a trained helper is manifestly needed by the teacher. In many strictly rural parishes it is difficult to find a boy fit for the office; girls fitted by manner for the work of teaching are much more easy to find than boys. Boys are more ungainly, have less "presence," and are naturally as a rule less able to interest and quietly to control a class than girls; therefore boys fit to apprentice are not easily found.

Cause of scarcity of pupil-teachers.

But where a boy or girl of promise is to be found it is often difficult to induce the managers to apprentice one. The parents sometimes are in the way; the school funds sometimes are the managers' plea for inaction. But where either parents or funds hinder, it is, I generally find, the prospective five years' bondage that is the cause of anxiety.

The parent fears that when three or four or five years have been lost, so far as preparing for some other employment goes, his child may be finally proved, either professionally or intellectually, unfit for the career of a teacher. The managers fear that the funds of three, four, or five years hence may not be equal to the higher stipend pledged to the pupil-teacher at that time.

Remedy proposed; "Recognized but unapprenticed trained monitors."

It appears to me that the signed and sealed indenture is the bug-bear both to parent and manager in these cases, and I venture to suggest as my firm belief that if your Lordships were to keep every one of our departmental laws concerning pupil-teachers unchanged, excepting only the law requiring them to be formally bound by indenture, that one law being wholly abrogated, we should not only not lose one single teacher now in employment, but we should win to our official examinations, and bring under our official criticism, and imperceptibly hand over to our certificated teachers for regular instruction and professional

training, numbers of youths of both sexes who are now working as unrecognized, untaught, and untrained monitors in our schools.

Many a parent who fears to sign the five years' indenture would let his boy or girl go on for a year or two of trial as recognized monitor, and if his child were manifestly satisfying the inspector and showing evident fitness for the work, that parent would never think of taking his child away from the profession, but would gradually and by slow but sure degrees get to value the office of national school teacher as the special opening adapted for his child's future.

Under this arrangement too the managers would not fear for their school funds. The young monitor recognized by the government (but not apprenticed) after due examination, cannot at first claim high wages; and as he or she grows on, trained and taught to a second, third, fourth, and at last fifth year's experience, the managers will feel the growing value of that assistant's help, and realize that the government grant upon examination must have been much the larger for that help, and will therefore feel no hesitation about paying that assistant a proper remuneration. But now managers have to pledge themselves to the higher stipend due for a pupil-teacher's fifth year's growth in experience at a time when they are not at all sure that the candidate they are apprenticing will ever become of any real use and worth as a teacher.

By this proposal a very great gain would be made in a vast majority of my rural schools, for I constantly find the only assistance to be that of two or three monitors whom now we do not recognize as a Department, and whom therefore the teacher neither trains nor educates with any care, but most of whom under this proposal would be offered to me for examination and be instructed systematically in the science of class teaching. Moreover, my suggested remedy proposes no radical change of practice; I would have monitors offered for a first examination just as candidates for a pupil-teachership now are presented, only at 12 instead of at 13 years of age completed; and if passed, I would have them recorded on an official list of recognized "trained "monitors," to be examined and reported upon yearly just as pupil-teachers under our present plan, and *so long only as the yearly reports upon them are satisfactory*, I would allow such monitors to bring the very same monetary advantages to their schools (both under the new Minute and in other respects) as are now brought by pupil-teachers, and to enjoy the very same privileges as regards sitting for the certificate examination as are now enjoyed by apprentices.

Night schools.

I had wished to offer several criticisms upon the working of our *night school system*, which I cannot regard as in all respects satisfactory; but the length of this report warns me that this subject had perhaps better stand over in part for the next occasion on which I am permitted to address an official report to your Lordships. I will therefore but notice one or two points under this head. I fear that in no small number of cases youths are presented at the night school examinations at the close of every season, in standards a good deal lower than their standard of attainments; and where this is the case the examination does them no good; it in no wise stimulates them during their season of work for one thing, and it in no wise tends to show them their weak or failing points for another. To make my point the clearer I will state it in the exaggerated form in which I once found it existing in a night school that in other respects was decidedly above the average. Boys able to read easy narrative, to spell fairly easy sentences from dictation, and to work at any rate easy sums in simple rules, were examined in Standard I., that is, their capitation was paid upon an examination as to their power of reading monosyllables, adding and subtracting numbers not involving a figure, even in the answer, above 10, and making the alphabet letters from dictation.

Youths presented at night-school examinations in subjects much lower than those which they have actually been studying.

To obviate this I beg to suggest the advisability of adding one extra certificate to those already appointed for signature by night school managers, viz., that every boy has been presented for examination in subjects in which during the then closing school season he was actually being instructed.

Standard of night-school examiners too lax.

One other point of great importance I must advert to. As your Lordships are aware the night school examinations are now held almost universally by promiscuous clergy or gentry residing in or near the parishes where night school work has been going on during the winter season, and these examiners are authorized to mark passes or failures in reading, whilst they transmit the pupils' sums and dictation to Her Majesty's inspectors for revision.

Now in my district these examiners passed this year in reading over 90 per cent. of those presented, whilst in my day schools I passed but just over 75 per cent., and I can testify that reading is as bad in the night school as in the national school; moreover, reading I consider to be as weak a subject in our night schools as arithmetic or writing; and yet, whilst the reading was passed by examiners at the rate of 90 per cent., the papers in sums revised by me give only 76 passes per cent., and those in writing only 77 per cent. I have to suggest a further consideration regarding

these very arithmetic and dictation papers, viz., do these promiscuously chosen and unpractised examiners exercise the same accuracy of discipline as regards *copying* that a practised examiner insists upon? This question I cannot answer, but the deduction of the whole case seems to be, that if a night school system is to be continued as part of the working of this Department, then special examiners should be appointed as assistants to Her Majesty's inspectors for this particular work, whose duty it would be to familiarize themselves with the standard of requirements constituting a pass, and who (chosen with due regard to their possession of educational experience) might be either clergy or certificated schoolmasters of special merit residing within the limits of a certain aggregation of parishes that would constitute their official night school district.

Proposal to employ special assistant-inspectors to examine night schools.

I am convinced that the small outlay of public money that would be expended upon this staff of special assistant inspectors (required during at most but one month annually) would be far more than counterbalanced by the very tangible improvement effected both in the actual working of our country night schools and in the relations of this Department with them.

I have now, my Lords, but to report the impression generally prevailing in my district regarding educational proposals that have been already suggested in the House of Commons and elsewhere.

The tone of opinion upon a conscience clause I believe to be very different now from what it was two years ago. I do not say that I often find clerical managers in favour of the principle; I find them oftener than I did at first, but not yet often. But I find very generally a far greater degree of toleration allowed towards the principle than was the case two years ago. Without being liked, I believe it would often be put up with. The question seems very often to be stated by the clergy as lying between what are considered by them as two evils, viz., a conscience clause on the one hand and a purely secular national system on the other; and of these two evils there seems to me to be a very general, though not universal, disposition to accept the former as the least, and not to aim at the maintenance of a rival system of purely Church schools unconnected with and unaided by this Department.

Tone of opinion as to a conscience clause.

I should add that in many instances I have found the clergy possessed of a far lower grade of hostility against the form of conscience clause last laid before them than against preceding ones; the preference being for a clause that insists upon *written* objections from the parent, *not against particular*

theological tenets being taught to his child, but against his child's being made to attend at one or more specified particular lessons appointed in the school's daily time-table.

Opinions as to compulsory education.

Of "compulsory education," as insisting upon parents sending their children to school under certain penalties, I have rarely found an advocate among either country gentry or country clergy. I have sometimes found a disposition to approve of a law by which indirect compulsion would be brought to bear upon parents, in the form of a prohibition of their children being engaged in actual agricultural labour before some fixed age, unless they have passed some standard of examination in elementary subjects before one of Her Majesty's inspectors. Some such law would aim at remedying the special weak point in our country school system, which is the early age at which boys are finally removed from school. How it could be made to meet the parallel difficulty caused by parents making their children neglect school for some weeks of "acorning," or other similar pursuit, without removing them from school or sending them to agricultural work altogether, it is not for me to suggest; but this is a point of difficulty that I have often seen to be seriously felt by persons strongly disposed towards some legislative interference in this matter.

One other aspect of "compulsory education," though perhaps not often actually popular, I have rarely known to be rejected as objectionable, and I have never known to be withstood by any argument worthy of the name. I mean an interference by your Lordships in the way of taking an initiative as regards rural parishes, where, either from the smallness of the clerical income, or from other causes, no adequate provision has been started for the education of the labouring class.

I have often stated the hypothetical case of a school being started and maintained partly by aid of a local rate imposed by parliamentary authority upon such apathetic or neglectful parishes, and partly by capitation grants from the Consolidated Fund, dependent upon an examination by a Government inspector, and the rising or falling of which would cause a corresponding fall or rise in the amount to be contributed from the local rate; and, independently of certain detailed criticisms as to whether such a rate should fairly be levied upon land only, where any other special industry exists, or as to whether for the building expenses the rate should not lie exclusively upon landlords, or as to whether local boards of higher educational experience and sympathy than country boards of poor law guardians should not be the local governing body, I have hardly ever known the justice of

such an exercise of the compulsory system impugned; only it is very generally laid down as part of the working of such a plan that it should take the initiative in no parish without first giving to that parish such fair notice of the intention as would allow of an effective school being started there under the existing voluntary system, should the feeling of the parish be in favour of it.

I have the honour to be, &c.

C. D. Du Port.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. GEORGE FRENCH, M.A., *of Queen's College, Cambridge, on* CHURCH OF ENGLAND SCHOOLS *inspected by him in* YORKSHIRE.

MY LORDS, January 1869.

Address. I HAVE the honour to send for your Lordships' information a General Report on the state of elementary education as I have found it in a portion of the large and important county of Yorkshire.

Preliminary Remarks. Since I last had the honour of writing a general report, your Lordships have very kindly and considerately so altered my district as to make it possible for me to do the work in it of inspection and examination with considerably less bodily fatigue. Yet I was very sorry indeed to give up the North Riding portion of the county, as I am in consequence deprived of the pleasure of visiting many good schools and of holding intercourse with many clerical and lay managers, who always expressed themselves glad of my visits and were ever ready to adopt any suggestions I might be able to make for the improvement of the several institutions, in which they take such lively interest. I shall always look back with pleasure on the time I spent in that part of Yorkshire, and may be allowed here to thank the managers of the several schools for their uniform and thoughtful kindness and for their and the teachers' hearty co-operation with me in striving to conduct the examinations thoroughly, fairly, and honestly.

Present District. My present district is made up of very nearly the whole of the East Riding, together with the York and Ainstey, Ripon and Knaresboro' census districts in the West Riding. It must be understood that my remarks on this occasion are concerned with my new district.

Statistics. Let me now give some statistical information, which may be of general interest, and must be of local value. I shall concern myself only with the schools in the regular receipt of annual grants. The period over which the information ranges is the year ending 31st August 1868.

ncome. Firstly, with regard to the aggregate income. I find it, as derived from managers' returns, to have been as follows:—

	£	s.	d.
From endowment - -	933	2	8
From voluntary contributions -	7,257	2	1
From school pence - -	5,573	6	2
From capitation grants - -	6,014	8	5
From various other sources -	325	12	9
Making a total of -	20,193	13	1

The number of children in average attendance to which this sum of money refers was 14,929, or 1*l.* 7*s.* 0¾*d.* for each scholar.

Secondly, with regard to expenditure, as gathered from the same returns:— Expenditure.

	£	s.	d.
For salaries - -	16,379	6	7
For books and apparatus -	801	5	0
For miscellaneous purposes	3,328	3	4
Making a total of	20,508	14	11

This sum gives for the same number (14,929) of children an average expenditure per scholar of 1*l.* 7*s.* 5¾*d.*

By comparing these sums of money it will be seen that the expenditure exceeds the income by 315*l.* 1*s.* 10*d.*, and that the average expense of each child exceeds what is obtained for its education from all sources by 5*d.*

During the same year (1868) the number of certificated teachers employed in my district was 185, of assistant teachers 27, of pupil-teachers 154. Staff.

The number of children for whom, at the rate of eight square feet of superficial area for each child, accommodation is provided is 27,808. Accommodation.

The number of children present at school on the days of inspection was 10,069 boys and 8,164 girls, giving a total of 18,233 children. Number present at Inspection.

The number of children eligible for examination and fulfilling articles 40–47 of the code was,— Number for Examination.

From boys' and mixed schools under masters -	7,015
„ girls' „ „ mistresses -	2,513
„ infant schools - - - -	353
Making a total of - - -	9,881

The number of passes on examination was as follows:— Number of passes.

In reading - -	8,874
In writing - -	8,936
In arithmetic - -	7,586
Making a total of	25,396 passes.

From this number 304 were deducted as not fulfilling articles of the Code, and there were left for payment 25,092 passes.

There were also 2,920 infants under 6 years of age. From this number 46 were deducted as not fulfilling articles of the Code, leaving 2,874 for payment without examination. Infants.

The total sum of money paid by your Lordships to the Capitation Grant for 1868.

day schools in my district for the year ending 31st August 1868 was 7,081*l.* 6*s.* 5*d.*

Night Schools.

Night schools do not, I am sorry to say, flourish in my district. The whole amount received from your Lordships towards the support of these, which should be valued objects, was for the same year only 61*l.* 4*s.* 1*d.*

Remarks on Night Schools.

I do all that in me lies to get night schools established both in the towns and villages in my district; but there are so many obstacles thrown in the way, especially by the farmers, that however eager the clergyman and schoolmaster may be for the formation of an evening class, they do not succeed as they wish. In the towns of York, Hull, and Beverley, and in some villages, there are night schools which succeed fairly well. But there is nothing like enthusiasm, or even a fair amount of eager desire for the establishment of night schools in my district, and it is found that a large portion of those who do attend the night schools here are above the age of those for whom your Lordships give the grant. These men are really anxious to get on, and mostly make the greater progress; but they are sometimes very shy and awkward, especially if they are taught with those who are younger than themselves, and it is often found advisable to put them in a room by themselves in order to get them to work with any comfort and satisfaction. It always seems to me most desirable to have these men at a night school, for there can be no doubt about their being in earnest. And if some aid could be given by your Lordships to all of whatever age who attend a night school, I feel sure that such assistance would be greatly valued, and in many if not in all cases most acceptable. For these men can often ill afford the small sum required for payment, as they generally have families to support, and something more than their few pence is required for keeping open the schools during the three or four cold months of the year.

School Buildings.

The school-buildings in my district are for the most part very good ones indeed, well ventilated and very commodious, and as a rule they are also well furnished. In some cases I have to call attention to the bare walls which render a large room so cheerless. I know how much children like to see pictures of Scripture characters and events, of animals, &c., and their memories are refreshed, and their wits sharpened by their attention being called to them as occasion demands.

Teachers.

The teachers employed in my district are as a rule, I am glad to say, conscientious, painstaking, industrious persons. They seem to be animated by the sincerest desire to advance the moral and intellectual welfare of the children entrusted to their care. I believe that they make it their business

to learn the particular character and temper of each of their scholars--not the least important part of a teacher's duty. They always know who are painfully timid and shy, and require a word of encouragement, and gentle dealing, and who are forward and ready, and require a little checking at the time of too great eagerness. It affords me the greatest pleasure to speak of the teachers that come under my notice as being for the most part well-fitted for their office both by character and attainments. Many of them have held their positions for several years, and have gained such esteem as may well fill them with genuine satisfaction.

Advice to young teachers.

A few words of advice to young teachers may not be here out of place. Some of them when appointed to their first school become very soon discontented with their position because it does not exactly answer to their expectations, they are too eager for change, and so become only half-hearted workers, and do great injury to the cause of education in that particular locality. In some cases they set too high a value upon themselves and upon their qualifications before the managers have had a fair chance of learning their worth. Hence arises mutual distrust, and unhappy results follow. I would then, that young teachers consider well before they enter upon any particular charge, as, unless they can make up their minds to keep a school for some time, there is little hope of success. And their excessive liability to change, and, in too many cases, great want of a proper humility as regards their attainments, cause many persons to speak of them in a way by no means pleasant.

Pupil-teachers.

The female pupil-teachers in my district are, as a rule, far superior to the males, both in attainments and ability to teach. In fact, there are very few male pupil-teachers that come under my notice who can either give a lesson or question a class of children in a proper manner, and at the same time exercise that control and create and keep up that interest so necessary for any degree of success. I know of some lads who come up to my notion of efficiency in these respects, but the rule is that I am anything but satisfied with what I see and hear of the teaching ability of the male pupil-teachers. I mention this in the hope of arresting the masters' attention to it, and I cannot but think that the conscientious and able men I have to deal with will, for the sake of education in general, and their own schools in particular, give more earnest heed to making the lads apprenticed to them better able to teach a class than in my opinion they are now.

Subjects of Instruction.

The subjects of instruction and examination next call for some notice.

Moral and religious teaching.

I believe I can truly say that, in almost every school that comes under my inspection, the moral and religious training of the children is considered to be of primary importance, and it very seldom indeed happens that I cannot speak very satisfactorily of the good tone that pervades the school. I always spend a great deal of time upon the examination of the children in the Bible, Catechism, and Liturgy, and, though very often expressed with a quaintness and originality that excite smiles, yet I am astonished at the thorough and accurate knowledge the children have, not only of the events, but of the text of Holy Scripture. And in most cases, not only do they pass a most creditable examination in the Old and New Testament history, but the teaching has evidently been of a nature calculated to have, by God's blessing, a lasting practical influence on their lives and conversations.

The Liturgy.

In some schools the first-class children know something about the Liturgy of our Church, but there is not such general attention given to it as I could wish. Of course I do not expect a very deep acquaintance with the history of the Book of Common Prayer or with the gradual process by which it reached its present shape. But I do not think that it is at all extravagant to require that, in Church of England schools, the first class at least shall know the order and meaning of the several services and christian seasons, the reason why the christian year is divided as it is, and the particular teaching of Advent, &c. I believe that if teachers will try the effect of giving easy lessons to their elder pupils on the liturgy of our Church—explaining the words and phrases—shewing the beautiful simplicity of its language, its perfect adaptation to the subjects of confession, prayer, and praise, and its accordance in all its parts with the revealed Word of God, they will be doing a good work, and there will be less liability of the Prayer Book being regarded so lightly, so formally, so irreverently.

The Catechism.

Most of the children in my schools know the text of the Church Catechism pretty well, and not a few receive very profitable lessons on its import and the agreement of its teaching with the Bible. And yet I am never quite satisfied with the way in which the Church Catechism is repeated. In fact I very seldom hear it said in a way of which I can thoroughly approve. I think that the far too prevalent system of simultaneous repeating has a great deal to do with this serious defect. Some very strange mistakes are made by the children when they repeat simultaneously, and I am surprised to find that many teachers do not seem to notice them. For example, in saying the Apostles' Creed: the following errors are of common occurrence—"suffered

"under *Spontius Spilate who* was crucified" &c. "He "*ascended* into hell," and "*sitted* on the right hand," &c.— "the communion of *sins*." And so too, all through the ten commandments, I often have to call attention to mistakes which make the whole thing nonsensical.

Reading. As a rule the girls read infinitely better than the boys, both as regards accuracy and proper tone and expression. I am very lenient in respect of the subject of reading, provided always that there is verbal accuracy. If a pass always depended on what I consider intelligent expression, there would be many more failures than there are now. I am afraid that the reading lessons given are too few. I mean that the subject, the whole or a portion of which is to be read, is not sufficiently explained before the reading commences, so as to give the children a knowledge of the lesson before them. The reading is clearly a very difficult subject in my district, though I am happy to say that I see signs of improvement in a good many schools.

Writing. Spelling. I can generally speak in the highest terms of praise of the handwriting of the children at school in my district. But I cannot say much in commendation of the spelling. I am sure that the teachers are fully alive to the weakness of their scholars in this important subject, and do all they possibly can to improve it. I recommend them to make the children write from memory as well as dictation—to follow the old fashioned system of giving columns of spelling as a home lesson, and to have all words of any degree of difficulty spelt, whether they occur in a reading or any oral lesson.

Arithmetic. Strangely enough, as it seems to me, in a county where dulness is by no means a characteristic of its people, there are more failures in arithmetic than in any other subject. And these occur not so frequently from ignorance of principles as from absolute inaccuracy. My sums are confessedly not nearly so difficult as those which the teachers themselves set and the children are accustomed to do, and yet I am not very often satisfied with the results in this subject. Numeration and notation are in too many instances entirely set at nought, and a sum of mine in division which will come out without remainder in a few lines, is made to fill half a page. From standard 3 upwards I am dissatisfied with this subject. I always call the teacher's careful attention to the results of the examination in this subject, and I trust that on another occasion I shall be able to speak with greater satisfaction of the children's knowledge of arithmetic.

Other subjects. Your Lordships' provision in the Minute of Feb. 20, 1867, is very often sought for in my district, but owing to the conditions required to be fulfilled not very often obtained,

except for standard 7. I am always sorry when the teachers do not get the increased grant, as the subjects of English grammar, English history, and geography (of course the elementary portions) are very fairly well-taught in the schools that seek to obtain the additional sum offered by your Lordships. And indeed these subjects have in many of my schools always been taught regularly, and in these the greatest amount of intelligence prevails, and the best results, as a rule, follow the examination in reading, writing, and arithmetic.

Passes per cent.

The rates per cent. of the passes in the subjects of reading, writing, and arithmetic seem to be very nearly in the ratios of $89\frac{4}{5}$, $90\frac{2}{5}$, $76\frac{4}{5}$.

Summary remarks on Reading, Writing, and Arithmetic.

I cannot say that I am thoroughly satisfied with the aggregate results of the examinations in the subjects of the Revised Code in my district. There are, of course, individual instances where the above rates per cent. by no means give the criteria of efficiency in the all-important subjects of reading, writing, and arithmetic. But I require something very near cent. per cent. to satisfy me that the education received by the children of the poorer classes in my district is in a thorough state of efficiency.

Before closing my report, as I propose to do, with some remarks on the hindrances to the due progress of education in my district, I shall be glad if your Lordships will kindly allow me to give a list of places where there are either no schools at all or none into which I am admitted as one of Her Majesty's inspectors. I had often been amazed in looking over the maps of my district at the number of places that I never visited for the inspection and examination of the national school. And I was very pleased indeed to receive from your Lordships a Blue Book of Returns of parishes and populations, from which I have been enabled to form a list of the several villages, hamlets, &c. which give no public guarantee of having schools in a satisfactory state of efficiency, and which are periodically inspected and examined for the receipt of a grant from Government. The populations given are according to the census of 1861. I shall include in the list my simple inspection cases, and opposite to each of these I shall put the letters S. I. I shall give only the names of places with a population of 200 and upwards.

In the union or census district of York are the following places which I do not visit for annual grants to the schools:—

Name of Place.	Population.
Elvington (S. I.)	472
Naburn	471
Wheldrake	631

Name of Place.	Population.
Flaxton-on-the-Moor	367
Gate Helmsley	200
Haxby	597
Huntington	529
Sand Hutton	200
Stockton-on-the-Forest	449
Wigginton	349
Acaster Malbis	270
Askham Richard	235
Copmanthorpe	350
Askham Bryan (S. I.)	362

In the union or census district of Ripon are the following:—

Asenby	202
Cundall and Leckby	213
Melmerby	285
Rainton with Newby	380
Wath	207
Azerley	606
Grantley	235
Laverton	387
Markington with Wallerthwaite	496
North Stainley with Sleningford	445
Sawley	446
Whitcliffe with Thorpe	224
Winksley	223

In the union or census district of Great Ouseburn are the following:—

Helperby	639
Langthorpe	252
Tollerton	547
Allerton Mauleverer with Hopperton	261
Arkendale	242
Green Hammerton	333
Kirk Hammerton	310
Marton-cum-Grafton	454
Minskip	220
Moor Monkton (S. I.)	254
Nun Monkton	323
Rufforth	297
Upper Poppleton	355
Whixley	605

In the union or census district of Knaresbro' are the following:—

Brearton	235
Burton Leonard	507
Fellisciffe	347
Follifoot	419
Pannal (no Church school)	1,587
Plompton	219
Scotton	321
Scriven with Tentergate	1,426
South Stainley (S. I.)	259

In the union or census district of Wetherby are the following:—

Name of Place.	Population.
Bardsey with Rigton	295
East Keswick	468
Kearby with Netherby	207
Kirkby Overblow	326
Little Ribston	230
Rigton	501
Scarcroft	292

In the union or census district of Kirk Deighton is the following:—

Kirk Deighton	364

In the union or census district of Pocklington are the following:—

Bielby	268
Bugthorpe	245
East Cottingwith	316
East Stamford Bridge	417
Everingham	321
Fridaythorpe	332
Goodmanham	294
Hayton (S. I.)	210
High Catton	215
Huggate	589
Melbourne	568
Millington	275
Newton-on-Derwent	246
Nunburnholme	248
Sancton and Houghton	400
Seaton Ross	549
Shipton	411
Thixendale	279
Wilberfoss	386
Yapham-cum-Meltonby	235

In the union or census district of Howden are the following:—

Asselby	276
Aughton	202
Barmby-on-the-Marsh (S. I.)	456
Bellasize	281
Blacktoft	420
Breighton-cum-Gunby	207
Bubwith	554
Eastrington	432
Ellerton Priory	338
Faxfleet	290
Gilberdike	725
Hemingbrough	579
Howden (no church school)	2,507
Kilpin	476
Skelton	305
Spaldington	363
Wressell	423

In the union or census district of Beverley are the following:—

Name of Place.	Population.
Elloughton-cum-Brough	641
Kilnwick	272
Rowley	476
Skidby	384
South Dalton	338
Walkington	618
Wawn	322

In the union or census district of Sculcoates are the following:—

Anlaby	493
Garrison Side	376
Hedon	975
North Ferriby	434
Preston	902
Southcoates	2,804
Swanland	514
Willerby	251

In the union or census district of Patrington are the following:—

Burstwick-cum-Skeckling	485
Halsham	265
Hollym	423
Keyingham	639
Paul	552
Thorn Gumbald	292
Welwick	472

In the union or census district of Skirlaugh are the following:—

Aldborough	831
Atwick	319
Brandsburton	784
Ellerby	304
Long Riston	401
Mappleton	213
Nunkeeling	271
Sproatley	455
West Newton	220

In the union or census district of Driffield are the following:—

Bainton	399
East and West Lutton	432
Foston-on-the-Wolds	311
Great Kelk	211
Langtoft	688
Middleton	701
Skerne	207
Sledmere (S. I.)	486
Wansford (S. I.)	224

In the union or census district of Bridlington are the following:—

Name of Place.	Population.
Barmston	206
Bempton	346
Burton Agnes (S. I.)	344
Burton Fleming	525
Reighton	251
Sewerby (S. I.)	342

As I said, the above returns are according to the census of 1861. Of course there may be many of these places that possess schools of some kind or other, but the greater part by far do not give at any rate any public guarantee whatever of their being in a state of efficiency. The children of some of them may be provided with the means of education through their proximity to schools in other places, and proximity in the country often means one, two, three, and sometimes four miles. But after looking at the above and taking the most favourable view possible of the provision for the education of the children in the several places, we must, I think, come to the conclusion that the means in existence are far from adequate to the attainment of the desired end, viz., "that the children of the poorer classes in the several villages, hamlets, or places should have proper elementary education both in secular and religious subjects."

Tabular statement of district.

I will next, with the kind permission of your Lordships, give the following tabulated statement respecting the district your Lordships have been pleased to assign to me. This will speak for itself, and I am mistaken if the conclusion be not arrived at on considering it, that much educational work yet remains to be done in this agricultural district of mine.

Number of Parishes, Townships, or Places.	Population according to Census of 1861.	Schools built by help of Parliamentary Grant.							
		Annual Grant Cases.	Not.	Accommodation at 859 feet per child.		Average Attendance.			
						In Annual Grant Cases.		Not.	
						D.	N.	D.	N.
505	293,127	162	52	29,829	4,984	17,419	249	2,114	94

From the above table it will be readily seen:—

(1.) That my district consists of 505 parishes, townships, or places in all.

(2.) That the aggregate population was according to the census of 1861, 293,127.

(3.) That the total number of schools built by the help of a parliamentary grant is 214, out of which 162 receive regular Government support, and the remaining 52 are made up of simple inspection cases and others.

(4.) That the number of children for whom at the rate of 859 feet of superficial area for each child, accommodation is provided, is 34,813, and of this number 29,829 are provided for in Annual Grant Schools.

(5.) That the average attendance in Annual Grant Schools is 17,419 and in the other schools 2,114, making a total average attendance of 19,533 children in the day schools.

With regard to the night schools I do not look upon the returns as being at all a correct view of what is being done in this respect.

Difficulties in the way of Elementary Education.

There are many obstacles in the way of the satisfactory progress of elementary education both in towns and villages. My district is an almost entirely agricultural one, and it seems to me that the proper education of the farm labourer's children, is a problem most difficult of solution. I must confess that I have never heard or read of a scheme that seems to me capable of being carried out to any degree of satisfaction. And where others of larger experience fail, I cannot hope to succeed in propounding a plan. *That these* children must be educated all seem to agree. The introduction of machinery into agricultural work seems to call for intelligence and education in addition to mere physical strength. Moreover, as education is spreading so rapidly amongst the toiling populations of our towns, and artisans and others of the working classes are satisfying their eager thirst for knowledge by all the means that lie within their reach, the farm-labourer alone cannot be left ignorant without dangerous results. But how to give him this blessing I cannot see, for many of his own class object to the gift, and some of his employers as yet do not show any eagerness for his *having it*. I very often hear sad stories of the terrible ignorance of the farm-servants, both male and female, more especially at the times of the annual hirings. The clergyman and the magistrate speak of them as being most difficult to manage, as most thoughtless, and in too many cases lost as regards any moral responsibility. And the only remedy is that they shall have the groundwork of a religious and secular education before they are permitted to go out to work on their own account—that they shall be taught that they are not mere beasts of burden, but responsible creatures having souls as well as bodies—that they belong to a country the most professedly Christian in the world, and that they must not be the only loiterers in the rapid march of intelligence

and education. But when we speak of the absolute necessity of the education of the children of the farm-labourer, difficulties spring up that to me at least seem insurmountable. Perhaps I take a despondent view of the matter. If so I shall be all the happier when some plan is brought forward to meet the difficulty, and I can be an instrument in striving to work it out. I am assured that lads can be employed in some sort of field-work even at the early age of eight years, and that, when weather permits, there are means in their power of adding to their father's earnings from April till the end of October, and even later than October. The various employments of these children consist in potato-planting, potato-gathering, singling turnips, frightening birds, keeping cattle, and so on. A farmer not very long ago assured me that he could find work for young lads of eight and nine years of age for seven and eight months in the year, beginning in March or April, not of course every day or week, but quite often enough to interfere with the proper progress of his education. And if we insist upon these lads going to school until say eleven years of age, we take away the sum they can earn for the better support of the very often large family, and this means less nourishment in the shape of bread and butcher's meat and decline both of bodily and mental strength. No half-time Act could be made to work satisfactorily in agricultural districts that I can see, unless it were enacted that lads should work three days and attend school three days. But then to give their families the full benefit of their work they should receive a week's wages for three days' work, which I fear no employer would agree to. It seems to me that, so far as I can judge, the farm-labourer cannot afford to educate his children, for if he send them to school he loses their earnings, and not only so, but has to pay for their schooling in addition. But there is another difficulty yet. Each place has its own peculiar hindrances to the progress of education. But there is one that seems to me to be common to all places, and yet in the consideration of the subject it does not occupy the attention it ought. I find that managers and teachers are alike loud in their complaints of the apathy and unconcern of parents with regard to the education of their children. I am again and again told that the people do not care to send their children to school. Hence there results that irregular attendance—that want of backing up the efforts of the teachers at striving to give the elements of a sound, useful, religious, and secular education—and that due submission to authority, so necessary for the proper training of the young, which causes thoughtful persons so much pain and anxiety. Instead

of parents being eager to send their children to school, it is very often no small part of a clergyman's work to urge them to do so in order that they may share in those benefits and blessings which cannot be had without education. And if they do send them to school, they keep them away for the slightest thing, and yet are ready enough to murmur if they do not get on as they expected. Lamentably ignorant sometimes even of the simplest religious truths are these poor little folk, and contrast so sadly with those whose parents are wiser, and who look forward to the time when their children will be able to work with intelligence and comfort resulting from their good early training.

Effects of irregular attendance.

One very soon sees the difference between the regular and irregular children. The former are eager, intelligent, attentive, and well-behaved for the most part, even if they are often very timid and shy—the latter do not feel comfortable in school—they are awkward in their behaviour, dull at their work, and ill at ease. It is all up-hill work now for the teacher to get anything into the heads of these who have not put in an appearance for many months. The proper progress too of the regular children is impeded. For when the teacher has on the approach of the examination been working the children with a view to their forming good standards (which materially affects the pecuniary condition as well as the intellectual status of the school) he very often finds several of these irregular ones who have, may be, made two hundred attendances; a drag on the rest. And not only so, but instead of each standard passing well, those who have, so to speak, come in at the eleventh hour mar the whole class, and instead of the teacher being accredited as very good or excellent as a general mark, he sinks down to fair only or even lower. I am very often grieved in looking over the registers to find what a number of the children, even of the age of eight and nine years, only just make two hundred attendances. And what can be done to remedy this evil? If the children are to be educated at all costs and risks, and if the difficulties I have noticed can be overcome, I see no other remedy than some sort of compulsory attendance at school up to a certain age.

Compulsory attendance.

The present system works well.

It does not seem to me that the question whether the education shall be according to your Lordships' present plan (which so far as it has scope works exceedingly well), or whether it shall be purely secular, ever enters the minds of residents in our small towns and agricultural villages. Of this I am positively sure that, in most cases, unless the clergyman undertook the affairs of the school in the village, and unless the religious teaching were a sine quâ non, the

Necessity of religious teaching.

children would in time be untaught both in secular and religious subjects.

Requirements for proper education of the poor.

With regard then to the proper education of the farm-labourer's children care must primarily be taken that each village or group of villages is provided with school premises suited to the requirements of the people. How this can be done, except through some sort of educational survey of the country being first taken, I know not. Whether the funds necessary for this purpose should be raised by local taxation or be defrayed by the general public, it is not for me to say. All these schools must be under inspection so as to give a guarantee of their efficiency and proper condition. The children must be made to attend regularly—in what way must be left to those who have greater knowledge and experience than I have. The expenses of these schools might be defrayed by local rates in the room of subscriptions, the children's pence, and supplemented by a grant from the public treasury. Of course the sum for education will form a very considerable item in the financial statement of the Chancellor of the Exchequer; but who will complain when the result is seen (as we would fain hope and pray that it will be seen) in the improved moral and intellectual condition of our poorer brethren.

Children in towns.

I am often struck at the number of little children of both sexes that I see at all times in the streets of the towns I visit, and who never enter the doors of a school, except on an errand of mischief or worse. They wander about in cold and heat, in wet weather and dry, without shoes, hosen, and hats, learning bad things as fast as they can, drinking in iniquity like water, and becoming rapidly formed into characters to fill reformatories and gaols, and to end their days too often in penal servitude. Surely these children, who seem to be the care of no private persons, should become the care of the public! Surely they should be compelled to go to school! The poor little things, ragged and tattered, are a nuisance to many persons, and surely objects of grief and pity to all, and especially to those who have children of their own. Local efforts should be certainly made for the proper care and education of these, who are termed the dregs of the population; but there is local as well as parental indifference to contend with. The ragged school does not seem to meet the difficulty entirely. I only mention the subject, hoping that some one will think it worthy of consideration.

In conclusion I would thank all those with whom I am officially concerned for much kind consideration and forbearance. To the clerical and lay managers of the schools I visit I owe a debt of the deepest gratitude for their very great

kindness to me at all times. To the teachers I am greatly obliged for their constant endeavours to prepare their children well for my periodical examination of them. And to those assistants whose aid your Lordships have very kindly allowed me at different times I am also under great obligations.

My work is to me always a labour of love, and I shall be indeed happy if your Lordships' system of inspection and examination extends far and wide, and I can do more for the spread of education among the labouring classes.

I have the honour to be, &c.

GEORGE FRENCH.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. J. G. C. FUSSELL, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* MIDDLESEX.

MY LORDS, January 1869.

I HAVE the honour to submit to your Lordships my general report upon the schools visited by me during the year ending 31st August 1868, in those parts of the county of Middlesex which constitute the district under my inspection.

Work of the year.

I have inspected, in addition to two simple inspection cases, 86 annual grant schools, comprising 199 schools under separate teachers, divided as follows:—

Boys	64
Girls	57
Infants	41
Mixed	18
Night	19
	199

Number of teachers.

The number of certificated teachers was - - 196
" of pupil-teachers - - - - 180
" of assistant teachers - - - 60

Number of children.

" of children borne on the school registers - 26,045
" of children in average attendance - 18,231
" present at inspection - - - 21,313
" presented for examination - - 10,394

Comparison of results with those shown in my last report.

Comparing these figures with those shown in my report for 1866 we have—

	1866.	1868.	Increase.
Number of schools - - -	187	199	12
" certificated teachers - -	182	196	14
" pupil-teachers - - -	173	180	7
" assistant-teachers - - -	30	60	30
" children on registers - -	23,810	26,045	2,235
" " in average attendance	17,071	18,231	1,160
" " present at examination	18,882	21,313	2,431

Conclusions from this.

It thus appears that—

(1.) The increase in the average attendance is rather more than in proportion to the increase in the number of schools.

(2.) The average attendance bears a smaller proportion to the number of children upon the school registers than was the case in 1866.

(3.) The same remark applies to the number present at inspection.

The first and third of these results show that there has been no falling off in effort to secure a regular daily attendance of the scholars for instruction, and that they muster even more strongly than before on the day of inspection. How far satisfactory.

The second is very unsatisfactory. Children's names are kept on the registers during absence often prolonged throughout many consecutive weeks, and not unfrequently after their removal to other neighbourhoods in consequence of the migratory habits of the parents, who follow their work from one quarter of London to another. I shall have occasion to recur to this subject hereafter. How far unsatisfactory, and why.

Of the 26,045 children borne upon the school registers, 8,886 appeared to have been under 7 years of age; 9,990 above 7 and under 10; and 7,169 above 10 years of age.

The comparative per-centages of school age and school stay are as follows:— School age and school stay (in the same school) compared with those in 1866.

	1866.	1868.
Under 7 years of age	32·10	34·11
Between 7 and 10	38·78	38·35
Above 10	29·10	27·5
	99·98	99·96

School stay (*i.e. in the same school*).

Returns from 72 schools only.

	1866.	1868.
Less than one year	46·22	49·93
For one year	21·87	21·30
For two years	13·91	13·45
For three years	8·60	7·81
For four years	5·20	4·08
For five years and upwards	4·16	3·40
	99·96	99·97

The results are very disheartening. The children are younger, and their attendance at the same school more irregular. In the latter respect indeed we almost seem to be carried back 10 years, as the following table will show:*— Unfavourable character of these results.

* *Vide* Report for 1866–67, Table (No. 1), General Summary of Statistics of Inspection for the Year ending 31 August 1866.

Of Children who have been in the same School.	1858.
Less than one year	49·05
For one year	21·64
For two years	13·21
For three years	8·04
For four years	4·70
For five years and upwards	3·36
	100·00

A metropolitan district labours under special disadvantages in these respects.

That a metropolitan district labours under special disadvantages will be seen from the following tables:—

MEAN PER-CENTAGE of CHILDREN on SCHOOL REGISTERS, who have been in the same SCHOOL.

Schools visited on Account of Annual Grant.	Years.					
	Less than one.	One.	Two.	Three.	Four.	Five and over.
In the year 1858:						
In Great Britain	41·23	22·44	15·29	9·92	6·03	5·09
In Middlesex	49·05	21·64	13·21	8·04	4·70	3·36
In 1867:						
In Great Britain	39·14	22·38	15·10	10·03	6·53	6·82
In 1868:						
In those parts of Middlesex now under my inspection.	49·93	21·30	13·45	7·81	4·08	3·40

The returns for 1858 are taken from the official tables in one published report for 1858–9; those for 1867 from that for 1867–8. Not having reported for 1867, I have no returns as regards my own district for that year. I have, therefore, for the purpose of comparison, had recourse to the official summaries in my hands for the year ending 31st August 1868.

It appears from these returns (and those for the intermediate years (1859 to 1866) are of a very similar character) that whereas in the annual grant schools of the whole of Great Britain nearly 61 out of every 100 children remain in the same school more than one year, only about 50 out of every 100 are found to do so in the schools of Middlesex; and further, that of those children who do remain for periods of from one year to five years and over, the per-centage in each successive annual period becomes more and more unfavourable to the Middlesex schools.

Thus, of children who remain in the same school,—

—	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
The Middlesex schools have -	1·08	1·65	2·22	2·45	3·42

per cent. *fewer* than the schools of the whole of Great Britain have.

And it further appears that this is a growing evil.

A London school manager of 30 years' standing tells me that he has never felt so perplexed on the question of elementary education as he does at this moment. He knows that the efforts of the school managers in the district with which he is most acquainted have during the few last years received a serious check. He is connected with several schools, and he is persuaded that they are conducted with the same amount of energy and with the same desire to produce favourable results as before, but the managers feel that their task becomes more and more difficult every year.

One cause of this is doubtless to be found in the facts which I have just stated. When half the children in a school leave it before they have been a year under its instruction, it is impossible, however skilful and energetic a teacher may be, that the grant obtained upon the results of the year's work should be commensurate with the amount of ability and toil which he has bestowed upon it. The early age at which the children are finally removed from school is another cause of difficulty.

I fear that there will always be a disposition on the part of parents to consider their children's education complete as soon as they have passed the examinations prescribed by the highest standard of the Revised Code. How this disposition can be effectually dealt with in any direct way I confess myself unable to perceive. But if the general instruction were less mechanical than it is at present, and if, in order to pass successfully the examinations of the upper standards, it were necessary to satisfy the inspector in some higher subject (which should in my opinion be of as practical a character as possible), the children would be much better fitted for the work and the duties of life, and parents would be more apt to perceive the advantage of keeping them longer and more regularly at school. The Minute of the 20th February 1867 is intended to operate in this direction, and, so far as it can be brought to bear, is unquestionably calculated to do so; but the disadvantage under which my district labours is, that

Importance of rendering the instruction more intelligent.

Minute of 20 February 1867.

Its conditions exceptionally difficult of fulfilment in my district.

from its peculiar circumstances, the conditions of the Minute are exceptionally difficult of fulfilment. Conditions (*a*) and (*c*) present little or no practical difficulty, and they are usually fulfilled, as they certainly ought to be, but in the majority of cases that under the first head of condition (*b*) is found to be an insuperable obstacle. It requires "that the "number of passes in reading, writing, and arithmetic must "exceed 200 per cent. of the *annual average* of the scholars "in attendance who are more than six years of age," that is to say, in any school where the annual average of children over six years old is 100 there must be 201 passes. Even supposing therefore that every child presented should pass in all three subjects without a single failure, at least 67 children (that is $\frac{201}{3}$) must be presented for examination. In other words, no school *can* benefit by the Minute of the 20th February unless it presents for individual examination *at least* 67 per cent. of the number of children in *average daily attendance* throughout the year, and if only 67 per cent. be presented every one of them must pass completely in all three subjects.

But it appears from your Lordships' report for 1867–8 that the children who pass completely in all three subjects form 67* per cent. (NOT *of the average attendance, but only*) of the whole number examined. And the whole number examined is stated to be only† 66·3 per cent. of the number qualified, which is equivalent to less than 52 per cent. of the daily average attendance $\frac{(77{\cdot}7 \times 66{\cdot}3)}{100}$.

The number examined in the annual grant schools in my district during the past year was 10,394 or 57·01 per cent. of the average attendance daily.

I am very far from intending to object to the principle of individual examination. I pointed out in my report for 1866 the manner in which I conceived the Revised Code had specially affected my district, but I am far from conceiving, I never did conceive, that individual examination could fail to secure important benefits. Under the Old Code I examined individually, on the average, more than one-third of the children present at my inspection. And the increased extent to which this examination is carried by the Revised Code has unquestionably improved the bad schools in my district very sensibly. I am equally satisfied that it will beneficially affect other schools, if only means

* 67·02 precisely (Table (No. 8), page 12, total Day Schools, Great Britain.

† Page xxiii.

can be found to counteract its mechanical tendency. I find the consequence of this pervading my whole work. Examinations are less interesting to the managers, to the teachers, and to the children in the upper classes of the schools; or rather, as regards the managers and teachers, their interest is unduly concentrated upon the pecuniary results. The dread of an adverse balance in the year's accounts seems to cramp their energies. Not unfrequently they appear disheartened by the difficulty which they experience in reaching the degree of general efficiency which they were formerly able to maintain.

Unfavourable tendency of individual examination in certain respects unless specially counteracted.

I venture here to repeat the opinion which I expressed in my general report for 1866.

Recommendation made in 1866 repeated here.

"But if a penalty be a wholesome provision for bad or insufficient work, surely work of distinguished merit may usefully be encouraged by a premium. I do not think it would be necessary in this case to make the amount of the premium equal to that of the penalty, but if, subject to the same official precautions as are at present observed in carrying out Article 52, an addition of from one-tenth to three-tenths were obtainable by really good schools, a great stimulus to progress would be supplied."

I am still strongly of this opinion. I believe that if it were in the inspector's power to make such a recommendation, excellent results would follow. It would be easy to lay down such official rules as would reduce to a minimum any danger of hasty or capricious recommendations.

But if this be inadmissible I venture to suggest some modifications of the Minute of 20th February 1867, as regards condition (b).

If this be admissible some modification of Minute of 20 February 1867 desirable.

The incessant change of residence by the labouring classes in London seems to render the average attendance an unfair basis for the uniform application of the Minute. In proportion as the population of a district is migratory, the number qualified for examination *must* form a lower per-centage of the average attendance, and, where schools are so thick upon the ground, the capricious preference of parents can be indulged to an extent that is altogether out of the question in less densely populated districts.

I see no reason to desire any change in the requirements of the code as regards the standard work. I continue to deal with it as nearly as possible in the manner which I described in my report for 1866. I invariably dictate all the exercises in arithmetic in every standard except those for addition and subtraction in Standard I.

Requirements of Code as to standard work. How dealt with by me.

Excluding mixed schools and night schools, and classing the boys and girls separately, the per-centage of passes is as follows:—

Per-centage of passes compared with those of 1866.

	Per-centage of Passes.		
	Reading.	Writing.	Arithmetic.
Boys' schools only - -	84·80	84·86	73·43
Girls' schools only - -	84·70	82·70	66·77

The return for the year ending 31st August 1866, was as follows:—

	Per-centage of Passes.		
	Reading.	Writing.	Arithmetic.
Boys' schools only - -	86·25	79·59	72·49
Girls' schools only - -	86·63	76·60	64·60

The comparison of these respective results shows:—

	Reading.	Writing.	Arithmetic.
	Decrease.	Increase.	Increase.
Boys' schools only - -	1·45	5·27	·94
Girls' schools only - -	1·93	6·10	2·17

The "decrease" under the head "reading" may be accounted for by greater strictness in requiring an explanation of the meaning of ordinary words; the "increase" under the heads of "writing" and "arithmetic" to increased attention to these subjects on the part of the teachers. I still feel, however, that the reading is marked more highly than its intrinsic merit deserves both as regards articulation and intelligence. I am endeavouring gradually to raise my standard in these respects.

Attainments of pupil-teachers not sufficiently satisfactory. Probable causes of this.

The attainments of the pupil-teachers are still decidedly below what they used to be. It is possible, perhaps probable, that this may be partly due to the fact that the hours of instruction required by the Revised Code are less than those of the Old Code; but I am more inclined to attribute it to the less intelligent atmosphere of their daily school-work. Be this, however, as it may, it is certain that the pupil-teachers now are, in respect both of their general attainments and professional training and ability, inferior to

their predecessors. This appears to me to be a cause for much anxiety. The presence in any training school of a considerable proportion of ill-trained and ill-informed pupil-teachers cannot fail seriously to influence the result of its year's work. Ten or 12 years ago, as I distinctly remember, the professional training of the pupil-teachers in very many of the schools of my district was exceedingly effective. They were sufficiently numerous to admit the possibility of the principal teacher's devoting some time each day to watching the manner in which they taught their classes, and to the correction of the faults observed, by means both of precept and example. It is now very rare indeed to find a staff large enough to admit of this,* and the consequence is that, so far as my observation extends, pupil-teachers enter the training school comparatively uninformed in this respect. On their account therefore, as well as on that of the children themselves, it is important to render the course of study pursued in our schools more intelligent than it is at present.

Value of the certificate as a means of securing uniformity of system in our schools

I have already drawn attention to the migratory character of the labouring population, and to the large proportion of children who consequently remain less than a year at the same school. The effect of this upon their instruction would be even more serious than it is, were it not for the uniformity of system pursued in our training colleges, and the consequent uniformity of teaching in our elementary schools. And this is a strong incidental argument in favour of maintaining the certificate, since, with comparatively few exceptions, the certificated teacher is now a trained teacher.

I have, &c.

JAMES G. C. FUSSELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

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* Excluding night schools, I have an average of exactly one pupil-teacher to each school under a separate teacher.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. N. GREAM, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* ESSEX.

MY LORDS,

I HAVE the honour to present my report of the schools in the county of Essex.

The general state of education in my district satisfactorily progresses. Hardly a month passes without the addition of one or two annual grant schools, and the teaching and training in the more backward schools annually improves.

Statistics. There are—

Annual grant schools - - - -	132
Simple inspection schools - - -	56
Children present at examination - -	17,665
Children examined - - - -	8,795

	£	s.	d.
Total income in the year of the above schools -	17,479	15	5
Total expenditure of the above schools - -	17,911	19	4
Total amount of Government grant - -	6,215	17	2

The total number of pupil-teachers is 83; certificated teachers, 162; assistant teachers, 17.

Evening scholars. The total number of evening scholars, 605. For whom the Government grant has been 212*l.* 9*s.* 1*d.* Further, 25 of these annual grant schools have been added during the last two years.

Education. The Revised Code is in several particulars working efficiently. For instance, children are presented in greater numbers in the higher standards, and approximate nearer to the mark in those standards.

Extra subjects. The Minute of the 20th of February 1867, is a great boon to those country schools whose funds are small. I should be glad to see a still larger grant when warranted by the efficiency of the school.

The extra subject is "geography." I have had "grammar" and "music," and on one occasion "domestic economy."

Instruction. With regard to the four required subjects—

1. Religious knowledge.
2. Reading.
3. Writing.
4. Arithmetic.

Religious knowledge. I should say the Scriptures and Liturgy are better taught than formerly. The great home truths of the Bible are brought close to the hearts of the children, so as, under the

Divine Blessing, to influence their future lives, and, the distinctive doctrines of the Church are so taught that we may hope that, in after life, the children will continue members of the Church, notwithstanding any temptations to forsake her.

Still there is more to be done. Thus the Catechism is often learnt too much by rote, and consequently, when other questions are substituted for those in the Catechism, the children appear bewildered and unable to answer. A frequent change of the questions would greatly aid in removing this defect.

Reading. Reading is in many schools unsatisfactory. Care is taken that a child shall be able to repeat the words it sees, but little care is taken as to *how* or the *manner in which* such words are repeated.

Reading is a very difficult subject for examination. It is often not bad enough to be rejected and yet hardly good enough to pass.

In the Victoria Dock Infant School, one of the best infant schools in my district, and of which school, in my report for 1866, I made special mention, the reading has been well taught by a simple method. The late mistress made all the children in the class repeat "four" at every stop, whether comma, or colon, or full stop. Thus at every stop the reader and the whole class repeated "four," and the strict attention of the whole class was kept up whilst a sentence was read, as each child was looking out for the stop.

The result was that each child became familiar with the words, and they all read in good voice, clearly, and distinctly. If some such plan as this should be adopted generally with the younger scholars, probably great improvement in the reading would follow.

Still good reading depends much upon the teacher. I go sometimes into the most unpromising parishes where the reading is excellent, and sometimes into others, even towns (where it ought to be more easily taught), where the reading is very defective. Many excuses are made, such as irregularity of attendance, the difficulty of overcoming the Essex pronunciation, &c., whilst the real difficulty is the inability on the part of the teacher to master that branch of education. In some schools, as High Easter (quite a rural school), the Blue Coat School at Colchester, Stanway, Moulsham, Woodford, West Ham, and Hadleigh, the reading is exceptionally good. In these schools the manner of reading is so distinct that every word is heard and understood without the need of a book to see what is being read. Great attention should be paid to the reading. Often in the opinion of parents the efficiency of a school consists much in the way their children

read. The most illiterate can form some judgment of a school from their children's reading.

Writing. There is great improvement in writing. The children generally write larger than formerly. An important change, as the tendency of children is towards small writing, and if they commence with small writing at school, such writing in after life grows smaller and smaller until it becomes almost illegible.

I do not approve of many lines ruled, between which children are to confine their writing, and I am glad to see that publishers are adopting a like view, issuing copy books, which allow the hand to do its work with freedom. My best schools for writing are the Blue Coat School, Colchester, and the school of Mistley Norman, near Manningtree.

It is satisfactory to find that the excellent practice which in my report for 1866 I stated to prevail in the town of Colchester with regard to the Blue Coat School, viz., the occupation of the boys when out of school in manual labour, does not, what perhaps might have been expected, in the slightest degree affect their handwriting.

In the Mistley Norman school the writing and spelling are brought to great perfection by the indefatigable zeal and painstaking of the master. Long pieces of difficult dictation are written by a class of between 20 and 30 girls and boys with only one or two mistakes in the whole class.

Drawing. In some schools drawing is taught, and its effect upon the handwriting is very marked. It appears to give a firmness of stroke to the children and enables them to form their letters and words with ease and precision.

I have seen some excellent drawing books, which were printed for Vere Foster, Esq., published at a very cheap rate in order to enable this science to be more generally taught.

Arithmetic. Most failures are in arithmetic, a consequence not to be attributed to less careful teaching.

There are many reasons why children may fail, however well instructed. The excitement of the day of examination; the novelty of the kind of sums; the manner in which they are set; the fear of failure; all operate against that mental calm which is especially needed when the application of exact knowledge is required. Generally girls succeed better in arithmetic than boys. Girls appear to have quicker intellects than boys and clearer heads, or sustain greater excitement with less mental disturbance, and, although girls cannot devote so much time on account of their sewing, they generally beat the boys in the correct working of their sums.

Girls' superiority of mind.

The consideration of the truth of this alternative leads to an investigation of deep interest and importance, seeing that

education is a process applied to the mind; but an investigation (like what I said of compulsory education in my former report) is, "in importance and extent of area, far too wide a "subject for an inspector's report." During the continuance of the vexed question of woman suffrage, the conclusion of the physiologist, that as in height so in intellect, woman is inferior to man, may be accepted as an important truth by one party to the discussion, yet in reference to education the further conclusion of the same eminent teacher must also be remembered, that in earlier years there are times when the height ratio is inverted "and that the female comes to her "full development in regard to height earlier than does the "male." May not then the difference, which is normal as to her stature, be normal as to her wisdom?

Notation. Notation amongst the lowest classes is much improved. Formerly, not one in ten of the little ones could note down figures beyond tens or hundreds, now they note correctly tens of thousands. I attribute this improvement to the Revised Code granting payments for the little ones' results. Previously, the little ones in large schools were much neglected, to give more time for the instruction of the higher classes.

Style in summing. Teachers have lately paid more attention to the *style* of doing sums. Boys, who till recently set down their sums in the smallest figures up in the very margin of their slates, now, in many schools, are taught to set their sums down with a free hand in large figures and with lines evenly drawn. This change is a test of able teaching.

The young should always be so instructed as to feel that everything they have to do in their day of education, is of importance, and to be done with corresponding care, and, farther, throughout their whole progress in life they will be benefited by using, in a subject so highly symbolical as arithmetic, care and clearness of expression.

Uncertificated teachers. Efforts are being made in several parts of Essex to bring schools under Government, which have not hitherto received grants, their teachers being uncertificated. In some, ex-pupil-teachers with provisional certificates have been substituted for such teachers. In others, teachers have sat for certificates, and in many instances have obtained them, and are now in receipt of annual grants. Where this has been the case I have invariably found a marked improvement in the condition of the schools. The managers command more funds, they provide better books and apparatus, they keep the accounts in better order, having to make returns every year, and the teachers are stirred up to greater exertions by the annual inspection of their schools. There are schools,

however, in which the teachers consider themselves too old or are too nervous to sit for a certificate. I should be glad to see something done to meet these cases. Could not a certificate of the lower grade be granted after a certain number, say three, of inspections have been made, followed by good reports? The teacher in each instance being above a certain age, say 50 years, and having held the same school for a certain number of years, say 20?

Such a scheme could hardly be open to imposition, and would confer the benefit of a grant upon schools which, otherwise, would be hopelessly beyond its reach. It would also increase the desire for inspection. Managers of schools not receiving annual grants are courteous and kind when we visit their schools, yet generally show by their replies to our notices of visit, that they look on our inspection as rather useless, and some doubtless esteem it an uncalled for trouble, whereas if they could look forward to obtaining a grant they would be more genial in their feelings towards Government inspection.

Irregular attendance.

The bad attendance of the children is a source of complaint in many schools. Still, the better a school is the better is the attendance. Children taught well and cheerfully are fond of coming to school. Badly taught, and disciplined with undue harshness of manner, they desire to stay away and find means to accomplish that desire. Many praiseworthy efforts are made, both by teachers and managers, to improve the attendance. At one school the master had, out of his own purse, promised ten shillings to the boy who had attended most times during the year, and although the prize was won by a very young child, who probably had very few calls to keep him from school, yet it was an encouragement to all to try for it.

Perhaps we may hope, that notwithstanding the irregular attendance, the child of a labouring man may, in a good school, receive instruction of great value for his humble calling in riper years, and when such instruction is supplemented by the night school, where he can keep up and increase what he has learned, probably he will in most cases be found to have been very usefully and sufficiently educated.

Managers are of opinion that the Revised Code has done much to encourage more regular attendance, and the addition of the new minute of February 1867 is a further inducement to them to keep the children longer at school.

Pupil-teachers.

I regret that this institution is declining in Essex. The new Minute has not checked its decline. I am constantly told that the remuneration at the end of five years is too

small, and the fulfilment of the conditions of payment so precarious, that this Minute does not offer an adequate inducement to undertake the risk of failure. It is strongly asserted that the annual payment of pupil-teachers, with all its old conditions, will alone restore or retain the pupil-teacher system, whose failure is deplored by all who take an interest in education.

I have the honour to be, &c.

NEVILL GREAM.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. W. W. HOWARD, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* EAST *and* NORTH DEVON.

MY LORDS,

I HAVE the honour to submit to your Lordships my general report on the schools inspected by me in East and North Devon in the two years ending August 31st 1868.

Departments inspected in 1867.

In the year ending August 31st 1867, I inspected 184 departments, of which 165 were day schools under certified teachers, three were evening schools, and 16 were day schools not under certified teachers.

In 1868.

In the year ending August 31st 1868, I inspected 171 departments, of which 147 were day schools under certified teachers, five were evening schools and 19 were day schools not under certified teachers.

Evening school examinations. Art. 142.

In 1867 the scholars of 17 evening schools, and in 1868 those of 26 evening schools were examined by the managers, the questions answered by the scholars being afterwards marked by me. This shows a total of 20 evening schools at work in 1867, and of 31 in 1868. The increase in the latter year is noteworthy.

In the few evening schools which I examined personally, the youths present were evidently in earnest in their work, and desirous to do credit to themselves and their teachers.

Examinations of pupil-teachers.

In 1867 I examined as candidates for apprenticeship and as pupil-teachers, 45 boys and 56 girls; and in 1868, 66 boys and 63 girls. Of these, 10 completed their apprenticeship in 1867, and nine in 1868; and two boys and one girl have withdrawn from apprenticeship.

Increase of pupil-teachers.

The increase in the number of children presented for apprenticeship is somewhat due to the Minute of the 20th February 1868.

Managers, however, had already found that a reduced teaching staff was bad economy in a money point of view, and was seriously damaging to the general condition and progress of their schools.

Scarcity of suitable male candidates.

There is still considerable difficulty in obtaining suitable boys as candidates for apprenticeship. Those presented appear to me inferior in previous education, and in mental power, to the pupil-teachers of former years. In the yearly examinations their papers are not so good, as they used to be, and show either less power or less time given to their studies than formerly.

Conduct of pupil-teachers.

The general conduct of the pupil-teachers throughout the district is creditable to themselves and to their teachers.

The certified teachers in the district as a body continue to do their work with much zeal and heartiness. I believe, that they receive from those with whom they have to do, merited respect and esteem. With the spread of education the influence of the teachers increases, they are acting on the mass of society as a wholesome leaven, the working of which is slow but certain, and will, I do not doubt, show itself in days still to come. Certified teachers.

Since my last report new schools have been built at North Lew, Babbicombe, Bovey Tracey, for boys; Exeter, St. David's, for boys; Challacombe; Ottery St. Mary, for girls; and Withycombe Raleigh. Additions have been made to the buildings at Bradninch, North Molton, and Sidmouth (parochial school). New school buildings.

In connexion with the subject of new buildings, it is my duty to call your Lordships' attention to the fact, that many school buildings towards which the State has contributed, are found, when they come to be used, to be defective in means of ventilation. The plans of these buildings have been before the Education Department, and have been approved by it. At the inspector's annual visit the defect is noted, admitted by the managers, reported to the Education Department. Thereupon the managers are called upon to remedy it, sometimes with a threat of a diminution of grant, and alterations are made at a considerable expense. The managers complain, and I think with reason, that the defect was not noticed, when the plans were before the Department, and any changes could have been made at a small cost. Ventilation.

During these two years the following schools have come under inspection for annual grants for the first time. Ashbury and North Lew; Hennock; Landkey; Morebath; King's Nympton; Newport, near Barnstaple; Petrockstowe; Thorverton, girls; Widecombe in the Moor; and Withycombe Raleigh. New annual grant cases.

The National School, Exeter, was held in hired premises, of which the lease has expired. The boys' school is transferred to the new buildings of St. David's, and the girls to the St. David's girls' school from which the boys formerly in attendance are transferred to the new boys' school. Changes in management.

The school at Seaton has been transferred from the Church of England list to the British list, owing to the refusal on the part of the parochial clergyman to certify that he is "satisfied with the pupil-teacher's attention to his "religious duties." Removal of Seaton.

In 1867 the number of children presented in standards was 7,088. Of these, 89 per cent. passed in reading, 93 per cent. in writing and spelling, and 84 per cent. in arithmetic. Passes in standards in 1867.

In 1868. In 1868 the number of children presented in standards was 6,903. The per-centage of passes was 89 in reading, 93 in writing and spelling, and 83 in arithmetic.

Apparent retrogression. A comparison of the number of passes in the two years would seem to show, that the education of the district was at a stand-still in reading and writing, and falling back in arithmetic.

Retrogression, its causes. My own impression was, that this was not the case. I thought that there were elements of disturbance, which would account for the seeming retrogression. There were changes of date of inspection, which caused some schools to be inspected twice in one year, and some not inspected at all in the other year. Others were examined in different months in the two years. Some had come into my hands for the first time, and were not used to my plan of examination.

Retrogression tested. I accordingly compared the results of the examination for three successive years of 41 schools of the ordinary type, in which there were none of these elements of disturbance, and which had been in charge of the same teachers during the three years. Many of them had not had any change of teachers for several years. I found that the per-centage of passes in all subjects in 1866 was 271, in 1867 279, and in 1868 282.

Showing a progress. It is evident then, that in these schools at least there has been a steady improvement.

Schools which have done well in 1867. In 1867 only one school in the district had no failures in any subject, Lapford in North Devon; but 12 schools had more than 290 per cent. of passes, Exeter, Central, girls', 296; Lympstone, 296; Thorverton, boys', 291; Honiton, boys', 296; Ottery St. Mary, boys', 298; Broad Clyst, boys', 292; Whimple, 295; Ilfracombe Parochial, girls', 298; Loxhore, 298; Yamscombe, 293; Exmouth, 294.

Schools which have done well in 1868. In 1868 there were five schools without failures. Barnstaple Blue Coat, boys'; Countess Weir; Broad Clyst, boys'; Lapford; and Loxhore. There were also ten schools with above 290 per cent. of passes:—St. Giles-in-the-Wood, 294; Wear Gifford, 291; Ilfracombe, St. Philip's, boys', 295; Ilfracombe Parochial, girls', 293; Sidmouth, All Saints', 290; Ottery St. Mary, boys', 296; and Merton, 291.

Special progress. In several schools in the district there has been good progress during the last two years, of which the most noteworthy are—Bickington, which, from, in 1867, an average attendance of 57, presented for examination 33, per cent. of passes, 218, rose, in 1868, to an average attendance of 89, presented for examination 63, and per-centage of passes 287; and Cullompton Girls' school, which, from, in 1867, an average attendance of 60, presented for examination 27, per-centage of passes, 240, rose, in 1868, to average attendance

87, presented for examination 62, per-centage of passes 246.

The following schools have availed themselves of the Minute of the 20th February 1867, and have presented children in an additional subject, grammar, geography, or letter writing, with a view to obtaining the additional grant:—In 1867, Drewsteignton; Hatherleigh, boys'; Torquay, Trinity, boys' and girls'; Torquay, boys'; St. Mary Church, boys'; Kingsteignton; Barnstaple Blue Coat, boys'; Swimbridge; Ilfracombe, boys' and girls'; Ilfracombe, St. Philip's, boys'. Minute o February 1867.

In 1868.—Countess Weir; Dawlish; Kenn; Exeter Central, boys' and girls'; Exeter, St. James, boys' and girls'; Exeter, National, boys' and girls'; South Molton; Torquay, boys' and girls'; Torquay, Trinity, girls'; St. Mary Church, boys'; Swimbridge; Iddesleigh; Kenton, boys'; Kingsteignton; Loxhore; Bratton Fleming; Ilfracombe Parochial, boys' and girls'; Lynton; Barnstaple Blue Coat; Wear Gifford; Winkleigh; Merton; Castle Hill; Lapford; Witheridge; Colyton; Ottery St. Mary, boys' and girls'; Honiton, boys' and girls'; Tiverton; Charmouth; Lyme; Brampford Speke; Uploman; Cullompton, boys'.

Most of these schools have chosen geography as their additional subject. I regret this, as I think, that grammar may be made quite as interesting, and is a much better exercise of the thinking powers of the children. Several, however, of them have presented children in both grammar and geography, and a few have done a little in history. The schools which have professed subjects beyond the requirements of the Revised Code are, as a rule, those which do best in reading, writing, and arithmetic. I have no doubt but that the Minute of February 1867 is doing something to improve the character of education among the labouring classes, but there is much need of more sweeping measures, before their education can become, what it ought to be. Grammar better than geography. Superiority of schools which teach additional subjects.

In the district over which my inspection extends there are (exclusive of Exeter and Torquay) 306 parishes, in but 82 of which are there schools under certified teachers; in 17 more there are schools not under certified teachers which are occasionally visited; in three parishes there are schools visited by the British school inspector, or the Roman Catholic inspector; nine more are in union with other parishes having a school. With these deductions there remains a total of 195 parishes in the district, for which the country has no guarantee that the education given to the labouring classes is such as it ought to be. Dearth of education.

Of these 195 parishes,—Crediton has a population of more than 5,000, and an estimated rental of 25,863*l.*; Ashburton, rental, 13,027*l.*; and Torrington, rental, 8,696*l.*, have popula- Large parishes without schools

under certified teachers.

tions above 3,000; East Budleigh, rental, 10,446*l.*; Uffculme, rental, 12,196*l.*; and Braunton 10,778*l.*, have populations above 2,000; six more have populations above 1,500; 14 have a population above 1,000; five have a population above 900; eight above 800; six above 600, and 19 above 500. Now many of these parishes pay a poor rate varying from one shilling to two shillings in the pound, and would not suffer much from an additional rate of a few pence, which would ensure the opportunity of a better education to the labouring classes.

Proportion of population to children on registers.

Again, the whole district contains a population of 326,424 according to the census of 1868. In 1868 the number of children on the registers of schools under my inspection was 15,424. The number of children on the registers of schools in the district visited by other inspectors might be about 3,000.

This out of a population of more than 300,000 gives only a total of about 18,000 children on the registers of schools under inspection.

Small proportion who attended 200 times.

But of the small number of 15,424 children on the registers of schools only 9,362 were presented to me as having fulfilled the moderate requirement of 200 attendances (attendance, not days) at school during the year.

Proportion of infants.

Again, of these 9,362 a considerable proportion, 2,459, were infants under six years of age, and not submitted to the test of individual examination.

Nature of education obtained.

Of the 6,903 who were actually submitted to this test, it remains to inquire whether they were benefiting as they ought to have done by the education offered to them.

Attainments and ages compared.

If these children had previously received a proper education in an infant school or the lower part of a general school, judging from the returns of their ages, 16 per cent. ought to have been presented in Standard I., 17 per cent. in Standard II., 17 per cent. in Standard III., 16 per cent. in Standard IV., 13 per cent. in Standard V., 9 per cent. in Standard VI., 13 per cent. in Standard VII.; but the numbers actually presented were 29 per cent. in Standard I., 26 per cent. in Standard II., 19 per cent. in Standard III., 13 per cent. in Standard IV., 8 per cent. in Standard V., 4 per cent. in Standard VI., 1 per cent. in Standard VII.

Attainments too low.

A comparison of these figures will show, that the attainments of the greater part of the children presented were much below, what they ought to have been.

Children leave school with imperfect education.

I have compared these numbers with the returns of former years and find, that they are a fair sample of, what may be expected under existing circumstances. Taking this to be so it appears that out of 100 children examined in Standard

I. there remain to be examined next year in Standard II. but 90; that is, 10 children out of every 100 leave school with the knowledge denoted by Standard I., 24 more out of each 100 leave with the knowledge denoted by Standard II., 21 more with that of Standard III., that is, 55 children out of every 100 pass out of school without reaching the moderate attainments required by Standard IV., *i.e.*, reading "a short paragraph from a more advanced book used in the "school." Writing "a sentence slowly dictated once by a "few words at a time from the same book." Arithmetic, "a sum in compound rules (money)."

Short term of attendance.

Again an examination of managers' returns, which refer to the continuance of children in school, shows, that out of 100 children, who come into these schools, 58 remain more than one year, 41 remain more than two years, 26 remain more than three years, 17 more than four years, and 25 remain five years, &c.

Otherwise considered.

Or putting this another way, out of 100 coming into a school, 42 disappear with less than one year's education, 59 with less than two years' education, 74 with less than three years' education, and 83 with less than four years' education.

Conclusions.

From these facts then we may gather, that, even in the small number of schools under certified teachers, the number of children in attendance is too small, their attendance is very irregular, their attainments are much below, what might be expected from their age, and their continuance in school is too short to enable them to receive a good education.

Inspected schools better than non-inspected.

I have used the words "for which the country has no "guarantee" advisedly, but I believe I might safely use stronger terms. Although many schools not under certified teachers do not come under my notice, I occasionally visit some of them, and, as far as I remember, have very seldom met with any, in which the attainments were not much below those of schools under good certified teachers.

Need of legislation.

Looking then to the small number of schools in the district in which efficient teaching is given, and the small result of such teaching, from irregularity of attendance, and other causes, I am convinced, that some legislative measure is needed, which shall secure better means of education, and shall compel the attendance of children, that they may benefit by the education offered.

It would not be difficult to show, that a very small local rate, with or without children's pence, aided by a grant from the State, would be sufficient to support a good school in every parish of more than 500 inhabitants.

At present the chief burden of the support of schools is borne by the clergy, the farmers as a class give nothing, the

contributions of country gentlemen are shamefully small. I could name parishes, in which good schools are mainly supported by the clergy, where there are large estates owned by men of high position in the county, but whose names do not appear on the list of voluntary subscribers.

It seems neither fair nor honourable for men of large means thus to shirk their responsibilities. It is as bad as if the parishes expected the parsons to pay for the cleaning of the church clocks, and almost as bad as if the county required them to bear the cost of the county police.

United schools.

In 1867 I examined for the first time a group of united schools under a superintending certified teacher. There were four schools in the group having a total average attendance of 122, 64 children were presented in standards, and obtained 276 per cent. of passes.

In 1868 another school was added to the group, the average attendance had increased to 163, the number presented in standards to 96, and the number of passes to 284 per cent. The increase in attendance and in number presented in standards was not due merely to the school added to the group.

The schools in the group are taught by mistresses of varying capacity, but the results do not seem to differ much in the several schools; such is the good result of the superintendence of the principal teacher.

The cost of this experiment was guaranteed for a term of years by Miss Burdett Coutts; but in 1867 the grant obtained was sufficient to pay the salary of the superintending teacher and show a balance of a few shillings. In 1868 the balance must have been much larger, but I am not aware how it was disposed of.

This scheme of united schools, with some modifications and some relaxations, might probably be carried out in a large number of the parishes with less than 500 inhabitants, where it might be impossible to provide an efficient teacher for each parish.

Of course the schools in this group are not equal in all respects to those under a good certified teacher; but they are better than some schools under an indifferent certified teacher, and in the mere subjects of reading, writing, and spelling, and arithmetic make a very respectable appearance.

I have the honour to be, &c.

W. W. HOWARD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year ending 31st August 1868, by Her Majesty's Inspector, the* Rev. R. L. KOE, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* KENT *and* SUSSEX.

MY LORDS, January 1869.

I HAVE the honour to present my report on the schools which I have inspected in the counties of Kent and Sussex during the year ending 31st August 1868.

No change has taken place in the extent of my district, which comprises the county of Sussex and about one-third of the south-western portion of Kent.

The following table will show the result of my work:— Number of teachers and scholars.

(1.) Number of schools, *i.e.*, institutions held in separate buildings and separately managed, visited on account of annual grants, 192.

(2.) Number of school-rooms in which separate teachers are employed—

Boys	57
Girls	44
Infants	25
Mixed	126
	252

(3.) Number of teachers—

Certificated	259
Pupil-teachers	141
Assistant teachers	19
	419

At the date of last report, 31st August 1866, the number of teachers employed was—

Certificated	236
Pupil	119
Assistant	18
	373

It will thus be seen that there has been an increase of—

Certificated teachers	23
Pupil	22
Assistant	1
	46

The number of children present at the examination was—

Boys - - -	12,397
Girls - - -	11,088
	23,485

Of this number there were presented for examination, and fulfilling articles 40–47,—

Boys - - -	8,262
Girls - - -	4,866
Infants - - -	416
	13,544

The passes on examination were—

Reading - - -	12,452
Writing - - -	12,304
Arithmetic - -	10,942
	35,698

Thus 91 per cent. passed in reading.
„ 90 „ „ writing.
„ 80 „ „ arithmetic.

Religious knowledge. In most of the schools the children's religious knowledge is good or very fair, and but few cases have occurred where I have found it necessary to give an unfavourable mark for this subject.

Reading. I fully coincide in the remarks expressed by many of my colleagues, that the reading is passable, but at the same time far from good. Many of the children read with much fluency but their intelligence is not sufficiently connected with their work. When examining the children in the lower classes I have frequently deemed it desirable to recommend a greater variety of books, more particularly for children in Standard I., where the same book is read over so constantly that the text is learnt by heart.

Writing. The writing is generally satisfactory, but as a general rule more attention should be paid by the teachers to the children commencing to write from dictation on paper. In many cases it is bad and crabbed, and can hardly be otherwise from the awkward position in which the children sit. In inspected schools we now, happily, see but few, if any, instances where the desks slope at such an angle that it is impossible for the children to write even decently. The writing is better taught by masters than by mistresses, and, without invidious distinctions, I would name two schools where this subject deserves special commendation, viz., Tunbridge Wells, Victoria, and Penshurst boys' school.

Arithmetic is methodically taught, and in the lower classes an improvement has certainly been effected since the introduction of the Revised Code. A large number of children fail in Standards IV. and V. if a sum be set involving any adjustment of details. Arithmetic.

In a great number of schools in my district your Lordships' Minute of 20th February 1867 has produced a very beneficial effect, though the amount to be earned in large schools is comparatively small. In some of the good schools the higher subjects have not been neglected, but in far too many cases attention has been only given to the subject that will pay on the day of the inspector's visit. Now, however, a reaction has taken place, and wherever the staff of teachers is sufficient the extra grant will, I believe, in future years be claimed. An incentive has been held out to the elder children to continue longer in school, and the interest in their work has been much increased. In nine cases out of ten geography has been selected as the extra subject, to the neglect of grammar and history. Higher subjects.

During the past year 42 night schools have been examined, chiefly by the managers, under article 142, as I have been precluded by pressure of work from superintending the examination in person. In these departments the average number of scholars in attendance was 653, and the number present at examination 542. The amount of grant under this head was 191*l.* 17*s.* 1*d.* Night schools.

The great difficulty in working night schools in rural districts is the want of teaching power. It can hardly be expected that a master who has been engaged all day in his school, and has besides to instruct his pupil-teacher, can conduct a night school with spirit and energy. Without the aid of an assistant teacher a night school cannot well be carried on continuously and efficiently. My remarks apply to rural schools, where it is frequently very difficult to obtain lay help. In town schools proper I have but one night school under inspection, viz., Brighton, St. John's, where from 80 to 90 of both sexes are under instruction.

From the number of annual grant cases on my list I have been able to devote but a very short time to the inspection of schools not in receipt of an annual grant. Of the six I have visited, two were in a tolerably efficient state; but the teachers of these, it should be observed, had received the advantage of being trained in a normal school. The other four were bad schools. Simple inspection cases.

I am glad to be able to state that the managers of schools in Sussex are gradually learning to appreciate the services of certificated teachers. During the year 11 new schools have

New annual grant schools.

been added to my list, viz., Angmering, Barcombe, Beckley, Colegate, Danehill, Lingfield, Slinfold, Rogate, Storrington, Washington, and Worthing boys' school. Two more also Edburton and Ore, have been inspected under article 72 *b*.

I have the honour to be, &c.

R. L. KOE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Years ending August 31st*, 1867 *and* 1868, *by Her Majesty's Inspector, the* Rev. M. MITCHELL, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *in the* EAST OF LONDON *and* NORTH MIDDLESEX, *with extra* SCHOOLS *in* CAMBRIDGE, HUNTINGDON, ESSEX, WILTSHIRE, *and* HANTS.

MY LORDS, January 1869.

I HAVE the honour to present a report on the schools inspected by me from September the 1st, 1866, to August 31st, 1868, being the 21st and 22nd years that I have been inspector. General.

The number of schools inspected has been in,— Schools inspected.

——	1867.	1868.	Total.
Boys - - -	57	68	125
Girls - - -	62	57	119
Infants - - -	43	56	99
Total -	162	181	343

The number of children in those schools when inspected has been in,—

——	1867.	1868.	Total.
Boys - - -	11,491	10,838	22,329
Girls and infants - -	8,133	8,410	16,543
Total -	19,624	19,248	38,872

The number of miles travelled has been in 1867, 2,257; 1868, 2,976; total, 5,223.

The number of children examined by myself in each year has been in 1867, 3,312; 1868, 4,010; total, 7,322.

By my assistant, Mr. Bilton, B.A., 1867, 5,877; 1868, 7,063; total, 12,940.*

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* In addition to these numbers Mr. Bilton has revised the papers of 99 evening scholars, and examined, with Mr. Campbell, 1,952 day scholars, and with Mr. Tinling 301 day scholars in 1867; and in 1868, examined with Mr. Campbell, 2,229 day scholars, with Mr. Tinling, 350 day scholars, and revised 410 papers of evening schools in the district, and 265 papers of evening schools of Calne and Brokenhurst.

Total number of children examined.

Thus the total number of children examined is,—

——	1867.	1868.	Total.
Self - - -	3,312	4,010	7,322
Assistant - -	5,877	7,063	12,940
Total -	9,189	11,073	20,262

Of the total number of schools in the district the reports have been in,—

——	1867.	1868.
Good - - - -	53	56
Fair - - - -	62	97
Moderate - - -	47	38
Total - -	162	181

Pupil-teachers.

I have held general examinations of pupil-teachers in 1867 on seven days, in 1868 on ten days. The following scheme shows the numbers that attended in each group:—

MALES.

——	Candidates.	1st.	2nd.	3rd.	4th.	5th.	Total.	Places.
1867.								
Bethnal Green - - -	4	2	1	—	—	—	7	11
St. George's-in-the-East - -	1	1	—	2	—	—	4	6
Kilburn - - - -	1	3	2	—	2	—	8	6
Home and Colonial, June -	1	—	1	—	—	—	2	5
" " July -	—	—	—	1	—	—	1	5
Bow Common - - -	8	9	2	5	—	2	26	12
St. George's-in-the-East - -	4	1	3	1	1	2	12	7
Total - -	19	16	9	9	3	4	60	62
1868.								
Hoxton - - - -	8	2	2	—	1	—	13	10
Bethnal Green, January -	3	2	1	1	—	—	7	9
" " February -	1	—	—	—	2	—	3	5
Hampstead - - -	2	2	3	2	—	—	9	8
Harrow - - - -	1	—	—	—	—	—	1	4
Home and Colonial - -	—	—	—	—	—	—	—	5
Enfield - - - -	1	1	—	1	1	—	3	7
Bow - - - -	5	4	7	2	4	—	22	14
St. George's-in-the-East - -	4	5	1	2	1	1	14	8
Total - -	25	16	14	7	9	1	72	78

FEMALES.

	Candidates.	1st.	2nd.	3rd.	4th.	5th.	Total.	Places.
1867.								
Bethnal Green	8	13	6	2	2	—	31	—
St. George's-in-the-East	4	6	2	1	6	1	20	—
Kilburn	4	6	—	2	4	—	16	—
Home and Colonial	3	5	4	3	1	1	17	—
" "	3	1	2	—	2	—	8	—
Bow Common	12	10	9	7	7	5	50	—
St. George's-in-the-East	4	4	4	7	4	3	26	—
Total	38	45	27	22	26	10	168	—
1868.								
Hoxton	12	11	8	2	3	1	37	—
Bethnal Green	8	4	4	4	3	1	24	—
" "	7	3	2	4	1	1	18	—
Hampstead	9	7	4	—	3	1	24	—
Harrow	3	1	2	—	—	—	6	—
Home and Colonial	4	3	6	3	3	1	20	—
Enfield	2	4	1	2	—	—	9	—
Bow Common	9	7	7	9	7	5	44	—
St. George's-in-the-East	6	1	4	4	7	4	26	—
Total	60	41	38	28	27	14	209	—
Out of the district:—								
Calne, males	1	1	1	1	1	—	5	2
" females	1	1	1	—	1	—	4	—

The number of places in the district from which pupil-teachers attended was 62 in 1867, and 78 in 1868, being an increase of 16 in 1868, to which must be added two places in Wiltshire. The number of male pupil-teachers and candidates has increased by 16 in this latter year, of female by 41.

These returns, therefore, seem to exhibit a slight increase in the progress of the pupil-teacher system in this district.

On the other hand there is a decrease in the number of boys inspected, amounting to 653, but an increase of girls by 257.

The number of male pupil-teachers as to female is as 1 to $2\frac{1}{2}$, in 1865 it was as 1 to 3. In many schools pupil-teachers are not appointed simply for want of funds to support the expense.

The number of assistant teachers now employed in the district (1868), is males, 21; females, 20; total, 41.

Assistant teachers.

These assistants are defective for the most part in school power, slow and dilatory in action, and do not grasp their subjects with intelligence or life. In any case I should not recommend their appointment to the same schools in which they completed their apprenticeship, otherwise they lose that variety of methods which gives experience, and too frequently reproduce the defects rather than the excellencies of their former teachers. I still retain the opinion that they should only be sanctioned in large schools, and am fully convinced they had better have followed for their own interests the course of a training school. The conduct of the pupil-teachers is generally well reported upon by the managers. They are in my own observation much improved in tone, style, and manner. Their paper work also is very much more satisfactory than it has been since 1861, yet not equal to the performances of an earlier date.

The male pupil-teachers too frequently leave their schools before completing their apprenticeships, mostly to take situations as clerks, and do not, as a rule, enter training colleges.

The females more regularly continue the full course, or if not take places as assistants.

I have felt it necessary to impress on the teachers generally that they should not merely retain but improve upon the habits and knowledge acquired in their training. I am sorry to be obliged to report that many, not going forward are less valuable than when they started in their career, and that now that extra subjects are required, great difficulty exists as to good methods of teaching the same. With few exceptions the geography, grammar, &c. are most defectively handled, and the result so unsatisfactory as to scarcely earn any conceivably small grant. The leniency of the past year must not be expected to be continued.

The progress of education has been very much impeded lately by the prevalence of scarlet fever, and also by the severe distress in the east of London during the last winter.

Ten schools have been transferred to the district from Hertfordshire and Essex.

I regret to add that the increase of schools receiving grants during the two years has been very inconsiderable; only three new schools are returned: Poplar, St. Matthias'; Limehouse, St. Peter's Mission; Holloway, St. James'. While the small schools at High Stone and Kenton, have been withdrawn, and the larger one of Kilburn St. Mary has been closed.

The foregoing details prove that this educational district continues in very much the same state as it was two years ago; and notwithstanding a slight general improvement in the instruction the schools in few cases succeed in giving a real and good education. The boys and girls read and write and cypher fairly for their age in all schools reported as good and fair. In the schools set down as good, life and intelligence, and good teaching prevailed, and mostly some little geography is taught, and in a few, grammar. In the fair schools little more is attempted than the mere elements, while in the moderate schools few of the scholars even master these subjects. Some of them are simply disgraceful to the teachers and not creditable to the managers. I have vainly in one or two instances pointed out to the managers the defects as to discipline and instruction entirely due to the inability and inertness of the teacher. Earnest managers agree with me, they regret the fact but state they have no power to alter the position, as the other trustees, or the subscribers in whose hands the appointment rests, will not consent to make any change. State of education in district.

I alluded in my last report to the want of attention to cleanliness both of schools and person, which too frequently prevailed in certain parts of the district, I am very happy to state that a considerable improvement has taken place in these respects.

There is still, however, much wanting in regard to politeness, I mean gentle civilities of life, and that self-respect which manifests itself in respect for others, both private and public and which acknowledges obedience to authority, because it is authority. In one of the large schools at the east of London the clergyman examining the boys found it impossible to get out of them any idea of what was meant by "betters" in the catechism. "To order myself lowly and reverently to "all my betters." They plainly expressed by their manner that they knew "no betters" and still less how "to order "themselves lowly and reverently." Some persons seem to imagine it an insult to suppose that they have any betters; they forget that the catechism applies to all orders and ranks of men, that there is only one person in the realm who is superior to all, and that every member of the Church of England, whether Lord or Commoner, agrees in this respect, and the more exalted the rank the higher the respect for law and authority. To think otherwise is simply vulgarity and ignorance. Proper independence is one thing, vulgar assumption another, besides being entirely untrue. Perhaps it may appear to others as to myself that now that in several ways the workman class is thrown in juxtaposition with the On cultivation of manners.

employing classes, that they enter together largely into the same amusements, congregate together in the same buildings, ride together in the same railroad carriages, and in fact, form as it were a more intimate part of the same family, it might be suggested that a much more minute attention should be paid in schools for the working class youth to matters of cleanliness, personal propriety and decorum of language and action, so that the rising generation of the country should attain somewhat of the habits of the gentleman as they are admitted to the political freedom of the citizen. It is a great blessing to see how very much improved all classes of the community have become in the last twenty years. It only needs the attention of the schoolmaster to render the entire workmen of this realm as equal in this respect as they now are in others, to the operatives of foreign nations.

There are no particular observations to be made respecting the schools in Wiltshire, Derbyshire, Cambridgeshire or Hampshire. The ones I inspected are for the most part situate in small villages, and are equal, in one or two cases superior, to the average. The schools at Tetbury are very good, among the very best of small towns. Those at Rollesston and Brocklehurst very satisfactory as village schools.

The buildings of the schools everywhere are in good order. The heating of rooms by iron stoves is very objectionable. Improvements have been made in many places in ventilation and light, and in several instances small panes of glass removed to introduce larger ones. At St. Peter's, Stepney, St. Leonard's and St. Michael's Bromley, in the year that has elapsed not a pane has been broken, and the year's saving has paid the bill for the alterations or nearly so.

Infant schools.

The infant schools show greatest decline. There is scarcely any vestige of the old excellencies remaining. They have become for the most part monotonous and wearisome. The school songs want life, vigour, and freshness, and the instruction has become mechanical, without energy, and mere routine. An unvarying round of platitudes, Adam and Eve, Moses, Joseph repeated *ad nauseam*. If the instruction of other schools has little improved these have become a nullity; the bent is to get worse, the hindrance its impossibility. I revised the papers of the teachers who sat for infant certificates. There was nothing in them which manifested any sign of a peculiar knowledge fitted for the class of school in which they were to teach hereafter, or of peculiar methods to be observed for the special training of the infant mind. They were in fact the papers of the ordinary boys' and girls' school teacher, nothing more; and in the

inspection of the schools themselves, in the great majority the same is to be observed. There is no invention, no novelty of idea, and small power of interesting or training the children. The fittings and apparatus and even books and pictures are mostly very unsatisfactory, and of entirely antique construction. I do not know whether any new pictures have been published, but I have not seen any series in any school that is not at least 20 years old, and which once supplied is seldom renewed. The rooms also are ordinarily too crowded with children, and no class room has been provided in most instances. With few exceptions the children leave them with little more of education than their elders used to possess when quitting the old dame schools.*

Number of passes does not indicate the true condition of a school.

It may be proper to state that the condition of a school is not necessarily indicated by the number of passes. A very inferior school may rank with the highest in this matter. The one may just satisfy the claims of the Revised Code, while the other exhibits all the life, activity, and excellence which alone can be called education, but which is not indicated by the number of passes. There is also a plan of omitting to subject to examination any but those the master considers likely to pass; thus in many schools, some even the best, the numbers set down for examination bear no proper proportion to the numbers in average attendance. Again, the number of passes may include a very large proportion in Standards I., II., and III., the candidates in the upper standards being very few.

The method of examination by standards, the obligation that a boy be passed in all the early standards, even if he be quite equal to higher ones, is very injurious to the progress of education. The managers and teachers look to the money to be received from the boy's annual attendances, and they place him so that they can get the most out of him. A clever boy is thus often examined annually in a standard lower than his acquirements would warrant, and stimulus to exertion is removed simply because he has not been in the school the number of years. I would suggest that to remedy this defect each candidate be allowed to pass in whatever standard he is fitted to be examined in, and that his subsequent passes should be allowed according to his progress each successive year. Thus his real educational position might be Standard IV., but his grant position Standard II.

Night schools.

The number of night schools examined was in 1867 (no account), 1868 24, and the number of pupils in average attendance in 1867 216, 1868 510.

* Here and there there are schools to which these remarks do not apply.

I was not able, either by myself or my assistant, to attend the examinations of these schools. The papers worked were referred to me and revised by Mr. Bilton. I have therefore no right to give an opinion upon the usefulness or advantage derived to the education of the country from these institutions, but from the cursory glance at the papers my opinion is not favourable. They are a considerable expense, and cause a great deal of trouble to the promoters with very indifferent results. Taking the same standards as in the day school examination, I find that in 1867, 1868 there passed—

	1867.	1868.
In Standards I., II., III. - -	100	218
In Standard IV. - - -	21	56
In Standards V., VI. - -	10	33
Total - -	131	307

The numbers examined in 1867 were 179, in 1868 452, so that only one-third of all examined passed, and of these two-thirds passed only in Standard I. Those passed in the higher standards had evidently not received the profitable part of their education in the night school.

The very small number of these establishments, most of them in country villages, seems to show that managers of schools have formed the same opinion as myself. Perhaps, however, London and its neighbourhood may be exceptionable, and in the manufacturing districts these schools may confer inestimable benefits. I had the pleasure of inspecting the night school at Tetbury in Gloucestershire, November 1867, and have no day school in my district with better tone, more order and discipline, or of which the results are superior. It was a large school, and in every respect a success.

The numbers examined not in proportion to numbers in average attendance.

I select some instances in which the number presented for examination is greatly inferior to the number in average attendance.

No infant school is included, as of course their average attendance will always be much larger than the numbers to be examined.

In 38 schools I find the number in average attendance to be 5,347, while the number brought up for examination is only 3,123, not therefore one-third of the average attendance, and this does not include those that fail to pass.

Standard requirements.

The education of the first three standards is simply the merest elementary knowledge, in fact, is merely initiatory.

To read simple sentences, to write dictation of trisyllables, word by word, to work multiplication sums is its highest class.

In the year 1868 out of 12,484 children 9,401 were examined in these standards.

In Standard IV. there were 1,682 examined out of the same number. This standard includes reading a short paragraph, writing a sentence dictated a few words at a time, and elementary arithmetic in money.

In the last two standards which can alone be said to embrace a real education, there were only 1,401 out of the 12,484 who were examined.

I have stated that these last standards are real education, but I must not omit to add that they do not include geography, grammar, or history. It seems to me then a mockery to call any even of the successful candidates in any of the standards really educated as determined by examination.

In most Church of England Schools the scripture knowledge is very fair.

The accompanying tables, prepared for me by the kindness of the officials, will be found exceedingly useful to develop the real state of the education of the district as represented by schools receiving Government grants.

Schools inspected by Rev. M. Mitchell, year ending 31 August *1868*.

Number of children in average attendance - - -	In boys' or mixed schools - -	8,691
	In girls' or mixed schools - -	6,398
	In infants' schools - - -	6,475
		21,564
	In night schools - - -	510
Present at inspection - - - -	Boys - - - -	10,501
	Girls - - - -	7,002
	Infants - - - -	7,837
	Night - - - -	66
		25,406

Children examined under Standards	Day Schools.		Night Schools.	
	Total Number examined.	Number passed completely.	Total Number examined.	Number passed completely.
I.	3,926	2,654	117	94
II.	3,157	2,194	109	66
III.	2,318	1,508	91	58
IV.	1,682	1,067	86	56
V.	941	584	31	20
VI.	460	316	18	13

Annual Grant schools only are included in this return.

Schools inspected by Rev. M. Mitchell, year ending 31 August 1867.

Number of children in average attendance - -	In boys' or mixed schools - -	6,603
	In girls' or mixed schools - -	4,875
	In infants' schools - - -	5,616
		17,094
	In night schools - - -	216
Present at inspection - - -	Boys - - - - -	7,820
	Girls - - - - -	5,327
	Infants - - - - -	5,919
	Night - - - -	—
		19,066

Children examined under Standards	Day Schools.		Night Schools.	
	Total Number examined.	Number passed completely.	Total Number examined.	Number passed completely.
I.	2,884	1,812	45	34
II.	2,266	1,448	68	52
III.	1,678	1,037	19	14
IV.	1,209	678	30	21
V.	670	454	4	2
VI.	351	233	13	8

Annual Grant schools only are included in this return.

Difficulty of funds.

In every previous report it has been a painful duty to refer to the extreme difficulty which many of the clergy experience in collecting funds for the maintenance of their schools; when I allude to any defect, either of building, of books, apparatus, or furniture, I am constantly met by the observation, that though my remarks may be correct there are no funds to carry out the suggestions, that in fact the schools live as it were only from day to day, that mostly they are in debt, and nothing but the receipt of the whole of the expected Government grant will enable the managers to escape bankruptcy and the consequent necessity of closing the schools. I am perfectly justified in stating that there are few schools, especially in the poorer districts, which without the clergyman incurring great responsibilities would be able to maintain an existence of half a year in advance.

The documents of several schools show this fact.

St. Simon Zelotes, Bethnal Green.—The schools are leaving every year an increased deficiency, casting on the incumbent a heavier burden of anxiety and debt.

"The amount cast upon me personally, to collect mainly by sheer begging, has been at the rate of 168*l.* per annum, and out of this I cannot raise 10*l.* in my own parish. The accounts show that resort has

been had to a concert and bazaar even to make up part of the deficiency, and a fair portion (10*l.* 17*s.*) of the amount received for hire of room has been produced by magic lanterns.

"Thus the schools are starved or starve the incumbents who try to keep them up in an efficient state. No wonder then that the partnership between the parish clergyman and the parish school should have been already twice dissolved in Bethnal Green in parishes less poor than this.* I am left at the close of the last school year 83*l.* 13*s.* 3*d.* in actual advance.

"C. M. CHRISTIE, Incumbent."

"*Holy Trinity, Shoreditch.*—An appeal to the parishioners.

"I bring to your notice the infant school account for the year ending January 31st 1868, and point out that the donations (31*l.* 10*s.*) from former parishioners and friends of mine I cannot again expect to receive. Had it not been for these the school must have been closed, for as yet I have met with no response to my letter of last year from any one resident within the district. The population is 6,000.

"W. M. H. JENKINS."

The practice of having concerts, bazaars, and lectures not merely for the school funds, but for other purposes, has proceeded to a most unreasonable extent, so as to materially interfere with the proper purpose for which the schools were erected and are supported. The following extract from a log book proves this—

"1868, Jan. 10th. Some ladies came from Miss ——— to measure for some decorations for her concert.

"Jan. 15th. The room not ready for school till 9.30 a.m., and in the afternoon I dismissed the children at 3.45 as the room was wanted in connexion with the concert which Miss ——— is going to give on Thursday (to-morrow).

"Jan. 16th. The children in the school had a whole holiday given them because both the rooms were wanted as Miss ——— concert for the benefit of the 'District Visiting Society,' is to be held here this evening.

"Jan. 17th. Room not ready to begin school till 9.30 a.m., and in the middle of school time the men came to take away the piano.

"Jan. 23rd. The rector came in and spoke about the rooms being wanted every Friday for a meeting of the Poor Law Guardians at 4.15.

"(Every Friday after 'dismissed school at 3.30' for this purpose.)"

It so happened that on one occasion I had appointed a day for the inspection of a school at the east of London; the manager replied that it was unfortunately the day arranged for the election of members of Parliament for the borough, and that the school was engaged for one of the polling places. The matter was referred to the secretary, Mr. Lingen, who immediately wrote to the managers a letter which entirely convinced them of the illegality of such occupation of the room, and of the responsibility they had incurred or would incur if they persisted in the intention. Nothing could be franker, more polite, or satisfactory, than the immediate reply of the managers to myself, informing me they had abandoned the idea; that it would be a great loss to the school,

* Bethnal Green consists of many parishes.

which had on previous occasions derived considerable benefit from the hire, but being illegal they felt they must submit, which they were happy to do. The election arrangements were consequently altered, they are reported as having been exceedingly incomplete, and the amusing part of it is that the friends of each defeated candidate attribute to me the loss of his seat. The school funds lost 17*l.* in consequence.

I have to mention with respect the names of Messrs. Charrington, Coope, Cotton, Currie, and Handbury, who, employing numerous hands, exhibit great sympathy with the educational wants of their people. Mr. Charrington has added an entire new school to the Red-coat Stepney establishment. The large gas company mentioned in my last report continue to take no interest in the matter.

Books. The opinion expressed in my last report on the unaptness of the books now in use in our national schools remains the same. There is no improvement. There are many excellent series, I am not permitted to mention them by name, most of them are, however, from causes previously advanced, almost totally inappropriate. But while there can be no other objection against these than that of their unfitness for our schools, on account of their being intended for a higher class of readers, there are several other series, so prolixly and prosily written, containing such little information, and even so much false statement, so backward in regard to matter, and so imperfect as respects form and capability of imparting any useful knowledge, that it seems to me the Committee of Council should possess at least the power to decline accepting them as fit for the instruction of schools receiving grants from the public purse. It is impossible adequately to express the feeling of contempt excited by the twaddle, false moral, and degraded sentimentality, which some people consider fit to form the education of the working classes, about to become influential members, and take their share in the management of the country. The State has at least a right, and the working classes that right also, to demand that if education be in part directed by official employés, and superintended by very high officers of the Government, it should be a real true and valuable education that is provided, and equal to the wants of the population; all else is a mockery and a delusion.

My colleague, Mr. Arnold, has well expressed his sense of this most important matter, and it is a pleasure to me to coincide in this, as well as most if not all of the views on education which his experience unfolds. It is the more pleasure since his district occupies the same ground as that intrusted to myself, and our unanimity of opinion exhibits the

ideas held on the subject by the inspectors both of dissenting and church schools. I consider myself justified in quoting from Mr. Arnold's report the passage which so entirely agrees with my own views, he says:—

"These books are very often compiled by persons quite incompetent for the undertaking. It seems to me very desirable that the Education Department should here as in other countries exercise some control over school books in aided schools, and all the more so because with our present system of grants these books profess to be in immediate correspondence with our requirements."

If the working classes are to be educated, the only method of securing happy results is to provide them, or see that they are provided with the best appliances, the best books, the best maps, the best methods suited to the purpose. We inspect the schoolrooms, the desks, the apparatus, and we have a veto on these less important matters, while there is no veto on the most important, and no power of recommending the best. Any one for commercial purposes may publish any set of books which he considers will pay him, and state that they are in accordance with the requirements of the Privy Council, and which, however, inefficient when once introduced to their schools by deluded managers, are suffered to remain there, not as approved but as having cost money, and they are not inclined, or cannot afford to replace them by better. Any regulation on this subject, I feel convinced, would be hailed with satisfaction by most managers of schools who, at present, wishing to act for the best are bewildered by the number of series offered to their choice, and who to their perplexity, too often discover when too late, that they made a grand mistake.

It may not be necessary to state that the managers of schools as a body are not well informed on school matters, and that they have not the time and the knowledge requisite to procure whatever is most needed and best for their schools. They are actuated by a sense of duty rather than affection, and influenced often by that love without knowledge too frequently too imperfect to produce due results. They require to be guided and they would gladly receive help in their work provided it were offered in a kindly and conciliating spirit, in the way of suggestion rather than of law. It must be remembered too that these school books are often the only books of secular literature (I quote Mr. Arnold again) in the boy's possession. It is important then to do what can be done to insure their being at least good ones.

In respect to the poetry in many of the reading books I freely endorse Mr. Arnold's opinion when he says "it is "provoking to think that such rubbish should be palmed off

" on a poor child with any apparent sanction from the " Education Department and its grants."

" The control of school books abroad is given to persons of " proved qualifications." It would be well if the example were followed in this country.

Mr. Arnold alludes also to the wretched rhymes which go by the name of poetry. As to read poetry is one of the subjects of examination, I may be pardoned for stating that this means the higher class such as Shakespeare, Dryden, Pope, &c., but perhaps in addition to this the reading of the several standards would be better explained by using syllabic distinctions as monosyllable, dissyllable, &c., for it does not follow that a piece of poetry should be more difficult to read than a piece of prose.

Mr. Arnold's remarks may be extended to the prose. The following is a specimen taken from the introduction to a second standard reading book:—

"Although this book, like that prepared for Standard I., contains only 64 pages, it comprises *all that is necessary* to enable the pupils to acquire the knowledge demanded by their Lordships' Minutes. It need scarcely be said that any matter which is not absolutely required should, for obvious reasons, be omitted. To very young pupils a larger or confused book is disheartening. A severe simplicity both of plan and execution is of great importance to their speedy progress."

Any one reading this preface, which occupies one of the 64 pages, would at least suppose the selection of subjects would be useful; but I find at page 8 " Man walks alone " erect, other animals walk with their faces towards the " ground;" page 12, " Trade is the exchange of goods;" at 19 is the story of the satyr, " Blow hot, blow cold;" the heading of page 23 is " A city saved by geese;" pages 34 and 35 are occupied with an account of spiders. The views of the compiler of this work seem to be that the reading of children of eight and nine years should be something over a page a week of a duodecimo book of knowledge that under the circumstances can only be styled " such rubbish."

When the subjects are not objectionable on other accounts they frequently become so as occupying much valuable time to convey little useful knowledge. Of what use is it for a child of an operative to read about the crocodile, reindeer, elephant, camel, sloth, &c.? Good accounts of the habits of chickens, cattle, and horses might awaken intelligence and induce a power of observation.

Extra subjects.

As to the grant for extra subjects, geography, &c., I again beg to refer to Mr. Arnold: " The sum it offers as an " inducement to the managers to augment their teaching " staff is too insignificant. The grant offered, too, is ham- " pered with conditions often difficult of fulfilment, and in

"the more trying and backward localities, such as the east "of London, most difficult of all." I regret to be obliged to state that these difficulties have prevented applications for the grant, even when the subject is fairly taught, and prove a hindrance rather than an inducement to the introduction of the extra subjects, even in schools which would gladly accept the grant if conferred on simpler principles, and not subject to so many and such burdensome and difficult conditions.

Perhaps you will allow me to allude also to the imperfect understanding of the managers in respect to the subjects themselves. I have been asked whether the teaching of vocal music by ear, and without notes, may be put forward for a grant.

Labour of furnishing the returns.

In former reports has been mentioned the complaints of managers as to the excessive trouble and labour incurred by them and their teachers in completing the annual returns. Confident that your Lordships can have no intention, still less desire, to impose on managers, unpaid and engaged in other labours and business, and who only act from motives of public welfare, more labour, more time, and more responsibility than is actually requisite for the good of the schools to which they are trustees, and to secure the proper disposal of the grants, I must record an opinion that it would give great satisfaction if these returns could be reduced in bulk and in the number of queries which are expected to be answered, which are at once burdensome to the managers, who complain, and distressing to every official employed.

The labour required to make accurate returns of several folio pages of statistics, embracing so vast a variety of subjects as our present forms involve, is excessive; and this labour is increased when the parties who are required to make up the returns are totally unaccustomed to such operations.

You will not wonder at these complaints when informed that the inspection of several of my groups of large schools the boys, girls, and infants demand the filling up of 49 and 50 pages folio before they can be returned to the office as complete. The number of questions and inquiries which have to be made, and for which the managers and inspectors are held responsible, exceed many hundreds. It is impossible to conceive the anxiety the reception of these returns gives to many individuals, who when accepting the office of manager, trustee, or correspondent little expected they had involved themselves in such complicated and responsible duties.

It is hardly necessary to add that the sole value of these details consists in their accuracy. When the managers are active men of business, and when their occupations allow them time to enter into such details, we may believe that such reports are of the value which similar official reports

obtain; but when, as in the majority of cases, the reports are made by men of no business aptitude, or of little time to expend upon them, the returns will partake of the imperfect conditions of the maker, disgusted with labours for which he is not remunerated, and the object of which he does not understand, or, if he did, with which he does not sympathize.

There is the more reason for impressing this matter on your Lordships' attention, as it involves the serious question whether men of position and character will undertake offices and responsibilities demanding so much labour and anxiety. It will be a serious evil if the management of schools falls into the hands of men of an inferior grade and position to those who at present generously devote much time and attention to their conduct.

Small increase of schools.

Your Lordships will perhaps excuse me for directing attention to the lamentably small number of schools inspected in a district embracing perhaps one half of Middlesex from the Thames opposite Greenwich northwards to Harrow-on-the-Hill and beyond, and containing in Bethnal Green, Stepney, St. George's-in-the-East, Hackney, Homerton, a population as dense as is to be found in any of the manufacturing towns. To meet the increasing wants of nearly a million people in two years the number of new schools is only three, and these are additions to a district already very much under schooled.

Education rate.

Many people are favourable to schools being built and supported by a rate, and the lamentable condition of much that I have described forms a great argument in favour of their opinion. Experience proves that to depend solely on charity to supply these demands is not favourable to happy results. The voluntary system when tried by the balance must be pronounced to be greatly a failure, numbers of children receiving no education at all, and many of the remainder an education that is totally inefficient and valueless. The exertions of those that do exert themselves cannot be too highly commended, and if it were not for the clergy and their friends of all persuasions in those outlying districts the inquirer will soon be convinced there would be no education deserving the name.

Compulsory education.

There is also very considerable feeling about compulsory education, to think of this without in the first place providing for the means of carrying it out would be ridiculous. Build your schools, establish your masters, provide your appliances, let these have their full play, let the parents, nay even the children themselves observe the benefits to be derived from education properly conducted, and your schools will fill. All good schools are filled with scholars and if not

quite self-supporting are nearly so. Your success will relieve you then of the necessity for any general compulsory act. Having thus sifted the corn from the chaff, it will become more easy to apply compulsion on the idle, the indifferent, the licentious, the base and the criminal. To pass a law which includes the respectable and the disreputable, the active and industrious with the dissolute and worthless, is an insult to the former. An Act which only applies to the base will be disapproved of only by the base, the number of whom the very operation of the Act will tend continually to diminish.

I have the honour to be, &c.

M. MITCHELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. CLAUDE HUBERT PAREZ, M.A., late Fellow of Pembroke College, Cambridge, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* CUMBERLAND *and* WESTMORELAND, *and in part of* LANCASHIRE, NORTHUMBERLAND, *and* YORKSHIRE.

MY LORDS,

I HAVE the honour to submit to your Lordships my General Report on the schools which I have inspected in accordance with my instructions during the year ending August 31st, 1868.

Addition to district.

The only alteration made in the extent of my district during the last two years is the addition of the little valley of Dent, which, being cut off from the rest of Yorkshire by the Pennine range, geographically belongs more properly to Westmoreland. It contains only two church schools under inspection, one at Dent, and one newly erected, at Kirkthwaite.

Increase in the number of day schools.

In addition to these two in Yorkshire, the following 19 departments of day schools in Cumberland have also had their first inspection or have been readmitted to inspection within the last two years, viz., Cummersdale Mills, Ellenborough and Unerigg, Lamplugh, Kirklinton, Whitehaven Trinity Infants', Sebergham, Holme Eden, Cleator Montreal boys' and girls', Cleator mixed, Millom, Drumburgh and Farlam boys' and girls', and the Kirkbampton Union. In Westmoreland four, viz., Barton, Kirkby Stephen, Milnthorpe, and Warcop; in Northumberland, Blenkinsopp girls' and Newbrough girls'; and Barrow-in-Furness boys', girls' and infants', and Pennybridge in Lancashire.

There have also been added to my list for inspection, but have not yet been inspected,* Brampton infants' in Cumberland, Kendal St. Thomas in Westmoreland, Acomb in Northumberland, and Grange in Lancashire, also a union of schools under Arts. 135–141, in the neighbourhood of Newton Arlosh in Cumberland. Three schools have been removed from inspection, viz., Cartmell Fell, Bothel, and Mungrisdale.

Increase in infant schools.

The increase in the number of infant schools is particularly gratifying, showing as it does that the importance of this kind of schools is becoming more and more appreciated.

General comparative estimate for the years 1866, 1868.

The subjoined table supplies a comparative estimate of the state of church education (so far as it may be judged of

* At date August 31.

by its connexion with the Government system) in my district for the years 1866 and 1868.

—	No. of Church Day Schools inspected.	No. of Night Schools.	No. of Departments excluding Night Schools.	No. of Schools on Inspection List on the 31st August.
During year ending August 31st, 1866.	111	9	145	123
During year ending August 31st, 1868.	139	9	180	141

Efforts have also been made, as will hereafter be related, to improve those small schools which receive no aid from Government.

United schools under Arts. 135–141.

The system of grouping together small schools under the superintendence of an ambulatory master according to the rules laid down in Arts. 135–141, which is generally known as Miss Burdett Coutts' scheme, has been received with more favour in my district than elsewhere, and the union which has already come under my observation has worked well. I am only aware of the existence of five such unions in the whole kingdom, two of these are in my district, and both in Cumberland. One has only been quite recently formed; the other, the Kirkbampton group, has been the means of producing a very great improvement in the training and education of the children attending its five schools; it has now twice passed the test of examination, and both times with great success; the state of some of the school buildings is, it is true, defective in the extreme, but large subscriptions have already been raised, and it seems now almost certain that two good buildings will shortly be erected, one at Kirkbampton, the other at Burgh-by-Sands, which will be placed under certificated teachers, and will supply the educational needs of the neighbourhood in which the four objectionable buildings are situated. When this is done the grouping system will have done its work there. Besides the direct advantages in which it thus issues, others of great importance will have been secured through it. The attention of the most enlightened landowners and of persons interested in education, and of the Diocesan Society, has been drawn through it to the lamentably defective and indecent state of many of the small school buildings in Cumberland; the inhabitants in the neighbourhood of the group have been aroused to a real interest in their schools, and having mainly by their own exertions raised funds for

Indirect advantages of.

the erection of the new buildings, will hereafter look on them with pride and satisfaction; and last, not least, a class of teachers, who would never have attempted to qualify for a certificate or have entered a training college, have received a quasi-training from the weekly visits of the ambulatory teacher during more than two years, which has produced in them a sensible transformation. Some such transformation would, I feel convinced, be necessary to be effected in teachers of this class, before it would be possible to extend to them the benefits of an annual grant from Government depending on the state of their schools and the proficiency of the scholars. The formidable difficulties which would beset the inspector on his visit to such schools, supposing them to have been unprepared by an ambulatory teacher, the want of books, the want of discipline, the incompetency of the teacher to keep a register, or to make up any of the forms and returns, or to carry out in a trustworthy manner any instructions given him would, I believe, render inspection inoperative and useless. It is possible, indeed, that if Government grants were extended to uncertificated teachers without any qualification at all being required, such scholars as these I am speaking of, might, like the "residuum" in the political world, fall entirely below the notice of the public, and make no claim to Government assistance; but this would be a deplorable result, since, bad as they are, the districts in which they lie are dependent mainly on them for such education as they receive. Should it therefore be proposed to extend Government aid to all schools, preparatory supervision, similar to that of the ambulatory master in united schools, would, I think, be found necessary.

Quasi training of the teachers.

? practicability of applying Government aid in ordinary way to schools of the class which is now aided through the union scheme.

The grouping system, when possible, ought to be highly successful educationally.

The grouping system, as it is now, is not likely to become very general, because there are not many districts in which a sufficient number of small schools, sufficiently near to one another to allow of its successful working, can be grouped together, but where that system is feasible at all, there is no reason why it should not be highly successful, and it would be infinitely preferable to that of making grants directly upon the result of the examination of schools, whose teachers are not merely uncertificated but utterly untrained and unskilled in their profession.

Alleged expensiveness of the scheme.

One of the drawbacks alleged against the scheme is its great expensiveness. Relatively to the poverty of the districts where it is likely to be tried, this is most probably correct. Absolutely, however, the cost of the scheme is considerably below the sum necessary to supply each school separately with a certificated mistress. In reference to the statement made at p. xxiv. of your Lordships' Report for

1866–67, which runs as follows:—"The cost of these four "unions is scarcely below that of 20 separate certificated "mistresses in charge of the 20 united schools, for their "aggregate salaries, including furnished lodgings, would be "45*l.* × 20*l.* = 900*l.*, and the total cost (of the unions) as "above given, is 872*l.* 0*s.* 3*d.*"—it must of course be borne in mind that the 900*l.* includes only the salaries, whereas in schools generally in England and Wales salaries bear the ratio of 75 per cent. to the total expenditure.* So that the cost of each group would be not much more than three-fourths of the total expenditure which would be required to supply the schools with separate certificated mistresses.

The scheme really economical.

The restriction in Art. 135b, which stipulates that no one of the united schools should have within a radius of one mile and a half a population of more than 500 is, I cannot but think, too severe, and might with advantage be relaxed. The total number of children of an age to go to school that such a population supplies would probably be not above 80; some of these would no doubt attend private schools professing to give a higher kind of education, and of the rest, so long as parents are under no compulsion of any kind to provide education for their children, many would either not attend school at all or would attend irregularly; so that after all deductions the average attendance would probably not exceed 40, and indeed, according to the statement at page xxii. of the Report for 1867–68, it would be only 4·2 per cent. of the population, that is, 21; but even 40 is a number insufficient to support a certificated teacher without large voluntary contributions.

The restriction in Art. 135b seems too severe.

Teachers, managers, and inspectors are grateful to your Lordships for that part of the Minute of 20th February 1867 which offers a premium upon instruction in higher subjects. The Minute was represented, by Mr. Corry in his speech in Parliament, to have been framed with a three-fold intention.

The Minute of 20 Feb. 1867.

(1.) To enable the smaller schools to comply with the conditions required before they can be entitled to participate in the public grants.

(2.) To extend the instruction beyond the three elementary to what are called the higher subjects.

(3.) To check the diminution in the number of male pupil-teachers.

The second of these objects has, I am happy to say, been attained to a very satisfactory extent in my district. Many schools indeed did not take advantage of the Minute to claim

* See the tables of expenditure at page 2 of the Reports for 1866–67 and 1867–68.

the additional grant offered by it during the first year of its operations, either through ignorance of its existence or of its details and requirements. Those endowed schools also which were already in receipt of the maximum grant allowable under the Endowment Minute have had no inducement to make special preparation in the higher subjects, and have not done so; and in girls' schools, in which so much time is devoted to needlework, the additional grant has not been very often, although it has sometimes, been claimed; but where the teacher is a master, and any pecuniary benefit could be derived from the new Minute, the additional grant has latterly been very frequently claimed, and in most cases has been allowed. Even where it had already been the custom to give instruction in some of the higher subjects, the stimulus and encouragement supplied by the new grant, a grant depending on the test of examination, has added vigour to the teaching, and caused it to be delivered more systematically and therefore more thoroughly.

Additional grant frequently claimed in boys' schools not being endowed,

and received in part at least in about one-third of the schools.

The statistics are as follows:—47 schools under a master have received the additional grant, but of these 16 have only received it for children presented a second time in Standard VI. under paragraph 2; eight schools under a mistress have received it, one of them the portion given under paragraph 2 only. Of the 16 infant schools none have made a claim for it.

What subjects chosen, &c.

The subject most usually chosen is geography, no doubt because it is the easiest. I cannot say that I think it is the most useful as a means of educating the mind. The great want in the primary education of the present time is that of subjects of instruction which enforce upon the pupil himself the exercise of thought. And this cannot be accomplished by geography, even though, when taught with intelligence, it may engage the pupil's attention and greatly enlarge the scope of his ideas. A better subject for the purpose is history, but the best of all is grammar. It is very seldom that history is made the special subject, partly I think on account of the difficulty of preventing children from becoming bewildered by the multiplicity of scenes presented by that study, and partly because to impart clear notions of the general outlines and characteristics of human affairs requires a special aptitude on the part of the teacher. Grammar is chosen more frequently than history, and sometimes even in girls' schools; at the Trinity girls' school, Whitehaven, the first two classes passed last year a remarkably good examination in this subject. English composition I should like to see more frequently taught, considering the importance of an easy and natural expression of ideas, and the necessity imposed upon the

pupil in the practice of composition of depending upon his own mental resources. Three schools only have been examined by me in this subject, Bolton, Burneside, and Tebay. At the first of these I gave the children for their exercise to reproduce in writing the oral narration of an anecdote given in Sir S. Baker's Nile Tributaries of the loss of an army caused by a mirage, together with a brief explanation of that phenomenon. At the other two schools the exercise was of a similar kind, and it appears to me that such a test is preferable to requiring the children to write a letter, because there is an extreme paucity of subjects on which village children can be expected to write, and even in these the number of their ideas cannot but be very limited.

Several of the higher subjects sometimes taught.

In some schools several of the higher subjects are taught, and this plan is much to be recommended, provided only that special attention is given to some one in particular. What minimum of time ought to be devoted to these subjects has been left by your Lordships to the decision of the inspector. My direction in answer to inquiries on this head is that not less than two hours weekly ought to be allowed, part of which, however, may be reckoned as employed in the preparation of lessons at home.

Time to be devoted to higher subjects.

Small schools not induced by new Minute to come under inspection.

The other two objects aimed at by the New Minute have not been attained in my district. I do not know any school that has been brought to fulfil the conditions requisite for claiming an annual grant through the encouragement offered by the Minute. It may be that time is required for managers to become acquainted first of all with its provisions, and then to take action upon it.

Neither has the offer of an additional grant on account of male pupil-teachers produced any effect hitherto. From inquiries I have made, I am led to the conviction that the proffered aid is of too distant and too precarious a kind to produce a very sensible effect. It must be remembered that many pupil-teachers do not fulfil the whole period of their engagement, and others quit the profession of a teacher as soon as the engagement is concluded, and in such cases no pecuniary benefit is derived by the school from the New Minute. The slight increase in the number of male pupil-teachers which has taken place must therefore, I think, be attributed to other causes.

Religious instruction.

In my former Report, I spoke of the importance of the occasional assistance of the clergyman at lessons in religious knowledge. On the highest grounds that assistance is most desirable, as being the only means of preserving this teaching from the hard, dry, and formal character into which it often falls in the hands of the regular teacher, who feels that he

has a certain amount of information to instil into the minds of his scholars within a given time.

As a matter of fact it is rare, though not without exception, to find the religious knowledge really good, where it has not received attention from the clergyman; and where the clergyman never takes any part at all, it is generally superficial in the extreme; the purely miraculous being in these cases very often the principal element, a kind of instruction which can hardly be productive of any good. In a few cases, where the influence of the clergyman has been newly introduced, and he has taken an active part in the religious instruction, I have been greatly struck with the immense improvement that has been the consequence.

Prohibition of slates and scribbling paper.

I find the prohibition of the use of slates and scribbling paper in Standards IV., V., VI., which I issued some time ago and mentioned in my former Report, to work well; no complaint is ever made to me on the subject even by the teachers. The children are allowed to make rough notes neatly on the paper they give up to me.

Sums requiring thought.

The sums "requiring thought," as they are often styled by the teachers, *i.e.*, in which the pupil is left to discover for himself what process or processes are to be employed, of which I always give *one* to each of Standards IV., V., VI., in boys' schools, are generally done very fairly, as regards method; in schools, however, where the upper Standards are large, I not unfrequently observe a good deal of inaccuracy in the working of the sums in these standards, even where the method is right. Whatever knowledge of method is shown, and, however *nearly* right all the sums may be, I never allow a pass unless one answer at least is perfectly accurate.

Arithmetic of pupil-teachers.

A better understanding among pupil-teachers of the rationale of the rules of arithmetic is much wanted. I have lately, in examining pupil-teachers, adopted the plan of giving a few questions, demanding the *reason* of a *rule*, but it is very seldom that the answer given is anything more than in fact a mere repetition of the rule itself. A rule seems to be conceived of as a sort of final cause, and why it is the rule, as a question beyond the limits of human thought. On the whole, however, I have been well satisfied with the work of the pupil-teachers, and I think that the certificated teachers have generally superintended their studies conscientiously. The weakest subject of all is grammar.

Learning by heart, recommend adoption of.

"Learning by heart" is unfortunately foreign to the system of instruction in our schools, especially primary schools. Abroad this method of instruction is regarded very differently.

A lycée having three divisions, an elementary, a grammar, and a superior division, called the division for humanities, and admission to the lowest division being given at seven years of age, and a preparatory class being established to which children of six are admitted, "the very good exercise" Mr. Matthew Arnold says, "of learning by heart from the "classics of the mother tongue begins even in this pre-"paratory class, and is continued to the top of the school."

Schools Inquiry Commissioners, Report, vol. vi., p. 477.

Why should it not be enforced with us? Might not every class be required in addition to its usual work to learn by heart a little standard prose or poetry, and to show an intelligent understanding of the meaning.

I have now the pleasure of laying before your Lordships a scheme which has been recently established in the diocese of Carlisle for aiding small schools not in the receipt of Government assistance, by making pecuniary grants to the teachers on a system of payment for results somewhat similar to that of the Revised Code. The fund from which the grants are made is of course very small in comparison with Government grants, but the smallness of the salaries of the teachers renders the scheme effectual. In each rural deanery a sum of 15*l.* is distributed, of which 5*l.* is given by the Diocesan Education Society, 5*l.* by George Moore Esq., of Whitehall, Cumberland, and the remaining 5*l.* is collected in the rural deanery itself. The examination is conducted by the rural dean, who is ex officio diocesan inspector, or by some one appointed by him, and one of the rules issued for the guidance of the diocesan inspectors directs that *the awards to the teachers "be in proportion to the "number of children passed."* A few small prizes are also given among the children for special proficiency. The awards to the teachers vary from 5*s.* to 3*l.* or 4*l.*, and as their salaries are often under 20*l.*, this award, small as it is, is a great boon to them. The children are divided into two sections for examination, those under 11 years of age being placed in the second section; "the teachers are encouraged "to present as many children as they can who have been "present in the school 80 whole days during the year;" and "any child who has not answered one-third of the questions "in religious knowledge and in arithmetic, is not considered "to have passed." Thus it will be seen that the scheme is based mainly on the principles of the Revised Code, regard being had principally to the general average attainments, and payment being made according to the average results of the examination; at the same time, encouragement of a higher than average proficiency is afforded to teachers and children by the prizes given to the best scholars, and

New diocesan scheme for aiding small schools on a system somewhat similar to that of the Revised Code.

the increase of reputation which the teacher acquires whose scholars are successful in obtaining them.

The scheme has been well taken up by the clergy in Cumberland, to which county its operation has hitherto been confined, although it is now to be extended to the whole diocese; it is also popular among the teachers, and both directly and indirectly it seems likely to be productive of much good.

General interest in education in this district.

On the whole, bearing in mind the great increase in the number of schools brought under Government inspection, the introduction and success of the grouping system, the diocesan inspection and the diocesan award scheme in the diocese of Carlisle, I think the cause of primary education in this district has been taken up with more than usual interest and success, and it is only fair that it should be known that the great impulse given to that cause is due mainly to the activity of the Hon. Secretary of the Diocesan Education Society, and to the liberality of Mr. George Moore.

I venture, in conclusion, to endorse a request made by several of my colleagues that your Lordships would allow a larger number of copies of his general Report to be given to each inspector for circulation in his own district. Several gentlemen interested in education applied to me for copies of my last Report after I had already distributed the six which were supplied to me.

I have the honour to be, &c.

CLAUDE H. PAREZ.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT *for the year* 1868, *by Her Majesty's Inspector, the* Rev. H. ADAIR PICKARD, M.A., late Student of Christ Church, Oxford, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the County of* YORK.

MY LORDS, Leeds, January 1869.

I HAVE the honour to forward my Report for the year ending August 31, 1868. I have been engaged during this time in inspecting schools situated in the census districts Nos. 488, 489, 490, 493, 494, 500, 501, 503, 505, and 514. All of these are in the West Riding of Yorkshire. The population in 1861 of these districts was 472,301. The area in acres is 692,007. Comparing this with the district on which I sent my first Report to your Lordships, I observe that the acreage has decreased by 244,980, the population has increased by 1,541. District of inspector. Population. Acreage.

It is a matter of sincere regret to me that my official connexion with the managers of schools in the census districts of York, Ripon, and Knaresborough, has been severed by the exigencies of public convenience, but I know that they understand the reason why I am thus unable to remain the inspector of their schools, and I hereby tender my heartfelt thanks to them for the kindness and courtesy with which they received me. Change of district.

In my new census districts of Barnsley and Wakefield, I had not done much work on the 31st August 1868, and as the schools in these districts are very important, I propose to defer till my next biennial Report a comparison of one part of my district with another and a detailed and exhaustive report of that part of the West Riding of Yorkshire which is now under my inspection.

The town schools in the census districts of Barnsley and Wakefield, which I find it necessary to inspect in November and December, had been visited just before that part of my colleague, Mr. Routledge's, district was handed over to me, and thus, in November 1867, I had very few schools to visit which were in receipt of annual grants.

A good opportunity was therefore afforded me of visiting those schools which had been aided by the Committee of Council with money when they were built, or which for some other reason were on my list for simple inspection, and which were for the most part under the care of uncertificated and untrained teachers.

I propose therefore to report specially on the state in which I found these schools, which perhaps some persons think ought to have had a grant as the natural consequence of my visit. Report on state of schools not in receipt of annual grants.

Adel. Of Adel I remarked:—The children in this school are possessed of very little intelligence, but read, mechanically, well enough to pass throughout the school. The character of the handwriting is rather small and cramped, and the spelling from dictation of common words very faulty. The teaching of arithmetic is shallow and pretentious. The children are utterly unable to do the sums they are said to be capable of working. The religious knowledge of the upper part of the school is pretty fair, of the lower part imperfect.

Bardsey. Of Bardsey.—The school is only in a moderate state of efficiency except as regards the needlework, of which the specimens shown to me were numerous and good. I examined 22 children in reading, 15 satisfied me, in writing 10 passed, but all except five failed in arithmetic. They seemed to have been pushed forward without having been sufficiently well grounded.

Clifford. Of Clifford.—The secular attainments of the children are moderate. Thirteen had attended more than 200 times, and eight of them were more than 9 years old, but only two professed to be able to do the work of the 4th Standard, and both failed in arithmetic. Eleven passed in reading, seven in writing, and two in arithmetic.

Cowling. Of Cowling.—The children in this school are deplorably ignorant. The master has more work to do than in his failing state of health he can possibly perform, and the result is that very few of the children can do a simple sum, though some of the first class profess to be doing simple interest and proportion. None seem to be acquainted with numeration and notation. The first class have a pretty fair knowledge of Holy Scripture, but the lower classes appear to know nothing. The writing is very bad throughout the school. Fifty were examined according to what they professed to know, but none above the 4th Standard. Nine passed in writing, six in arithmetic, and though only seven failed in reading, yet I cannot say that the reading was good.

Cullingworth. Of Cullingworth.—The Church of England school here is said to suffer under exceptional disadvantages in consequence of the chief power in the place being in the hands of the Wesleyans, who have a good school under their management, and are able to prevent any other school from succeeding. The very few who had been fairly regular here seem to be very ignorant. I examined 24 in the 1st, 3rd, and 4th Standards according to what the teacher thought they could do. Eleven passed in reading, two in writing, and six in arithmetic. There are scarcely any books in the school except Sunday school books, and the apparatus is also

deficient. No registers of any value are kept, so that the returns are only approximate.

Eccup. Of Eccup.—The school was unclassified and not divided into standards, nor was the Examination Schedule filled up. The registers are kept in such a manner that no confidence can be placed in the returns. If a child is present once in the week he is considered as present throughout the whole week. There are scarcely any reading books, no secular books for the lower classes, no black boards, no easels, no map of England. A few show signs of careful training in Scripture and Catechism, but there is too much simultaneous answering, and a few answer for the whole class. Out of 26 examined in reading, writing, and arithmetic, 22 passed in reading, 11 in writing, and 9 in arithmetic.

Gildersome. Of Gildersome.—The children of this school read passably, but very few, even in the first class, can write from dictation, and only six in the whole school can work simple sums in arithmetic. The lowest class knew nothing of the creation or of the Birth of Christ. The upper classes knew very little of either Old or New Testament history.

Headingley. Of Headingley Glebe, (Infant School).—I examined 20 children from 6 to 8 years of age who had been regular; nine in the first Standard, eleven in the second Standard. Eight passed in reading (seven of these were in the second Standard). None in writing, none in arithmetic.

Lothersdale. Of Lothersdale.—The first class is small in proportion to the rest of the school, but the boys acquit themselves with a fair amount of credit in secular knowledge. They know but little of Holy Scripture and Catechism, and do not possess much intelligence. The rest of the school is in a very imperfect state of efficiency. Out of 28 children examined in the First, Second, and Fourth Standards, one failed in reading, 17 in writing, and 18 in arithmetic.

Rocking. Of Rocking.—Till it was known that an inspection was going to take place, there were scarcely any books in the school except New Testaments, and the only reading lessons that could be given were from the Epistle to the Romans; because, in all other parts, the books were too much torn for the children to read in. The first-class children read fairly well in the new books, and show intelligence by remembering the substance of their lessons; they also write and spell fairly, but have been pushed on too far in arithmetic without proper grounding. The rest of the school is in a very moderate state of efficiency. Five or six children above seven years of age could not say the Lord's Prayer, and the religious knowledge throughout the school was imperfect.

I examined four children in the First Standard, one passed in reading, one in arithmetic; three in the second, two failed

in reading and arithmetic, one in writing; twelve in the third, all passed in reading, and eight in writing, but only three in arithmetic.

State of schools in receipt of annual grants.

It is pleasant to turn from such reports as these to those on schools under trained and certificated teachers.

With the able assistance of Mr. Taylor, who continues to deserve the praise bestowed upon him in my last report, I have made a list of those schools which appear to me worthy of the highest praise.

List of the best schools in the district arranged in order of merit.

In order to appear in this list, they must have obtained 90 per cent. of possible passes in reading, writing, and arithmetic, or some extra subject, as geography, grammar, or history, must have been well taught, or the needlework of the girls must have deserved especial praise; and, in addition to this, the religious knowledge (to which I attach most special importance) must have been thoroughly satisfactory.

School.	Department.	Average Attendance.	Per-centage examined of Number in Average Attendance.	Per-centage of Passes in Reading, Writing, and Arithmetic.	Grant allowed under Minute of 20th February.
Birstwith	Mixed	63	84·1	99·4	Yes.
St. Peter's, Leeds	Boys	237	83·1	93·7	„
	Girls	179	83·8	78·2	§ 2 only.
	Night school	59	150·8	94·	Cannot claim.
Farnley Iron Company	Boys	102	90·2	94·2	Yes.
	Girls	65	80·	89·1	„
	Night school	89	108·9	79·7	Cannot claim.
St. Simon's, North Hall, Leeds	Boys	171	61·4	95·2	Yes.
St. Andrew's, Leeds	Girls	60	80·	95·8	„
Walton, near Wakefield	Mixed	100	82·	94·2	„
Messrs. Marshall's Factory School, Little Holbeck, Leeds	Boys	431	121·8	88·8	§ 2 only.
	Girls	275	125·1	89·2	„ „
Rawdon	Boys	44	95·4	94·4	Yes.
	Girls and infants.	56	41·	98·5	„
St. Saviour's, Leeds	Girls	77	94·8	90·4	Not examined.
St. Luke's, Leeds	Boys	157	84·7	90·4	Insufficient number of passes in higher standards.
Sutton-in-Kildwick	Mixed	170	93·5	87·1	Yes.
St. Mark's, Woodhouse, Leeds	Boys	157	88·5	90·8	„
Boston Spa	Mixed	107	79·4	91·7	§ 2 only. (Staff insufficient.)
Ingleton	„	120	95·8	93·6	Not allowed.
Clapham	„	59	71·1	92·8	Not examined.
Walton, near Tadcaster	„	47	78·7	92·7	Yes.
Horbury	„	198	79·3	92·7	§ 2 only.
Leathley	„	26	80·7	92·	Yes.
Harewood	„	131	87·8	84·9	„
Seacroft	„	130	59·2	91·7	Not allowed.
St. George's, Leeds	Boys	230	90·0	78·4	Yes.
	Girls	126	86·5	79·5	Not examined.
St. Jude's, Hunslet	Boys	107	85·9	86·5	Yes.
Buckden	Mixed	41	63·41	87·17	„
Rathmel	„	21	80·9	90·2	„
Appleton Roebuck	„	(All passed, but many eligible for examination were withdrawn.)			

I have three endowed schools in my district under certificated teachers. Sandal under Mr. Carbert, Sherburn under Mr. Cover, and Westhouse under Mr. Grange. These schools are in a very satisfactory condition. Endowed schools.

From my list of certificated teachers arranged in alphabetical order, I have taken the names of the first 20 masters who teach in boys' schools, and the same in mixed schools, and also the first twenty mistresses who teach in girls' or infants' schools. Salaries of teachers.

I find the average income of the first mentioned to be 97*l.* 15*s.*, of the second 103*l.* 2*s.*, and that of the mistresses 71*l.* 5*s.*

The highest salary of a master on this list is 158*l.*, of a mistress 99*l.* 5*s.* 3*d.* The lowest salary of a master is 72*l.* 13*s.* 5*d.*, of a mistress 50*l.*, but I have a return of one mistress's salary as 30*l.*, and a house and allowances, and one master returns his income as only 50*l.* Nor can I think in either case that they are paid less than they deserve; my chief wonder being, how they managed to obtain a certificate.

Income and expenditure of managers in annual grant schools.

The average income of the managers per scholar in attendance was 1*l.* 5*s.* 9*d.*, and the expenditure 1*l.* 5*s.* 4¼*d.*

Expenditure per child greater in other schools.

The cost of educating 316 children under uncertificated teachers is greater, for each child on an average cost 1*l.* 6*s.* 8¼*d.*

Amount granted in district.

The amount granted under the Code to managers was 8,085*l.* 8*s.* 10*d.* for day schools, and 302*l.* 8*s.* 4*d.* for night schools.

Number of children on registers.

Neglecting any statistical information furnished respecting schools visited for simple inspection, because the returns are frequently inaccurate and sometimes withheld, I find that there were 25,111 children on the school registers, aged—

Their age.

Under 4.	Between 4 and 5.	Between 5 and 6.	Between 6 and 7.	Between 7 and 8.	Between 8 and 9	Between 9 and 10.	Between 10 and 11.	Between 11 and 12.	Between 12 and 13.	Between 13 and 14.	Over 14.
1,740	2,181	2,672	2,789	2,867	2,995	2,786	2,557	2,193	1,563	534	234

Short stay in school.

Of these only 4,543 have been three years in the same school, and I here mention one of the chief hindrances to the cause of education; the caprices of the children indulged by the parents, so that, especially in the large towns, they are

continually changing their schools. A remedy for this great evil is much to be desired.

Work of inspector.

I have visited during the year 123 institutions containing 215 schools, 33 of which were open in the evening; 12,084 boys and 8,619 girls appeared in the day schools, and 388 males and 52 females in the night schools.

Classification of teachers.

Of these institutions, 107 were under certificated teachers of whom there are 180 in my district. They are assisted by 30 assistant teachers, and 178 pupil-teachers.

Pupil-teachers; girls plentiful.

Boys more scarce.

The supply of girls for pupil-teachers is quite equal to the demand and the wages given frequently less, to begin with, than 10*l.* per annum. Boys are not so easily procured unless good salaries are offered, but I do not know any managers in whose schools the grant has been reduced because they were unable to procure a sufficiency of teachers, and I do know that on the 1st of May last, at my great annual examination of pupil-teachers and candidates for the Leeds schools which are inspected in May and June, I took down with me a clever boy who wished to be apprenticed as a pupil-teacher, and could not find for some time a manager who would engage him. I also see at every centre where examinations are held an increase of those who present themselves for examination; on the occasion just referred to, 115 were present as compared with 99 in the preceding year.

But to be procured.

Increase in number at examination.

To the pupil-teachers we look naturally with great interest as the class from which the best schoolmasters and schoolmistresses are likely to come forth, and I therefore have much pleasure in following the example of some of my colleagues, and publishing a list of those who during the year ended August 31, 1868, seemed to me worthy of being placed in a first class.

Class list of pupil-teachers.

J. Blakey - -	St. Luke's, boys', Leeds.
J. H. Broscomb -	St. Peter's, boys', Leeds.
Ann E. Darnbrough -	St. Andrews, girls', Leeds.
W. Dickinson - -	Marshall's Factory, boys', Leeds.
G. Hamlett - -	„ „ „ „
W. Hewitt - -	„ „ „ „
E. Lindley - -	„ „ girls', „
G. Wade - -	„ „ boys', „
A. Willis - - -	St. Mary's Eastwood, Keighley.

Stimulation to exertion very beneficial

I wish it were possible that some pecuniary reward could be given to the masters and mistresses of those schools in which the pupil-teachers are prepared for examination with more than ordinary care and skill. I find that the publication of a class list has a very beneficial effect in stimulating them to extra exertion, and the managers of some of

the schools in my district have given prizes to the pupil-teachers who are placed in the first class.

Religious knowledge.

Passing now to the most important subject of religious knowledge, I find a better knowledge of the lessons to be derived from the parts of the Bible with which the children are acquainted; and I confidently anticipate continued improvement in the acquaintance with the Catechism and the simple parts of the Prayer Book. The learning by rote is in most cases perfect, but when even picked children are told to write out one of the commandments the mistakes are frequently such as to cause great fear as to the result of the religious teaching.

Conscience Clause.

As to the conscience clause, most of the schools in my district are worked according to the principle of it, and I have never heard of any real difficulty in the working of it.

Needlework.

The needlework in my district is very far from satisfactory. In one school, with an average attendance of 159 girls above six years of age, I was told that there were frequently 20 or 30 children (there were 80 on the day I visited it) who were unable to do needlework during the time allotted to it in the time-table because the managers had not provided materials by means of which the girls might be instructed; and, moreover, a large proportion of those who were supposed to be doing needlework were engaged in knitting or in making samplers, and not on plain sewing.

At a recent competition for prizes in Leeds, out of 23 offered for needlework and knitting, only seven, owing to the incompetency of the candidates, were awarded by the committee of ladies appointed for the purpose. There are, however, many schools where I am more than satisfied with the needlework, and of some of these I append a list.

In these schools a frock and shirt were shown to me which had been cut out and put together by children present on the day of inspection, or who had been at school during the year.

Boston Spa, Barwick, Clapham, Appleton-Roebuck, Seacroft, Long Marston, St. Peter's, Leeds, Messrs. Marshall's factory, Walton, near Wakefield, and that supported by the Farnley Iron Company.

Reading.

I have nothing to remark on the reading of the scholars in my district which has not been said before. I only wish here to reiterate my objection to some of the so-called poetry offered by some of those who present children under the fifth standard, and to regret that I am precluded by my instructions from recommending a suitable book for them to read in. I would also state that I have usually found it preferable to use a modern narrative for those in the sixth standard instead of the newspaper.

Out of 11,390 examined in reading 10,074, or 88·44 per cent., satisfied me; whereas in 1866 88·48 per cent. passed in reading.

Confining myself to Leeds schools, I find that in—

33	departments of boys, together with		
3	„	mixed under masters -	86·6 per cent passed.
13	„	girls where there is no certificated teacher for infants - - -	87·1 „
16	„	girls where there is a certificated teacher for infants - - -	89·7 „
15	„	infants - - -	92·1 „
11	„	night schools - -	89·6 „

Writing. With this branch of the elementary instruction I am more satisfied than with the other two. The character of the handwriting especially continues to improve. The mistakes in spelling common words from dictation continue to be numerous, and I find that in this subject the per-centage of the whole number of children examined who passed was 84·2, not quite so good a result as I noted in my last report.

Confining myself to Leeds schools as above, I find that in—

Boys or mixed under masters - -	85·9	per cent. passed.
Girls where there is no certificated teacher for infants - - - -	86·8	„
Girls where there is a certificated teacher for infants - - - -	83·9	„
Infants - - - - -	96·8	„
Night schools - - - -	80·1	„

Arithmetic. The arithmetic varies very much indeed. In some schools almost every sum is worked correctly; in others children shave through by showing correctness of method and one sum at least free from error.

In this subject the per-centage of the whole number of children examined who failed to pass was 26·5, an improvement on 1866 of 2·7 per cent.

Confining myself to Leeds schools as above, I find that in—

Boys or mixed under masters - -	75·5	per cent. passed.
Girls where there is no certificated teacher for infants - - - -	72·2	„
Girls where there is a certificated teacher for infants - - - -	74·6	„
Infants - - - - -	83·1	„
Night schools - - - -	77·6	„

Schools which deserve an unfavourable report. The failures in reading, writing, and arithmetic are more numerous as compared with the average in Great Britain than I like, but as I am satisfied on the whole with the state of the National schools in my district, I desire to publish the

names of the schools which were eminently unsuccessful in the year ended August 31, 1868.

From the following schools deductions were made under Art. 52 (*a*) on account of faults of instruction.

The figures denote the per-centage of children examined who failed to pass in reading, writing, or arithmetic.

Carleton	73	Silsden	37
Yeadon National	63	St. Paul's, Leeds (girls)	37
Grassington	53	Holbeck, St. Matthew's (girls)	35
Oxenhope	52	Oakworth	34
Cononley	49	Outwood	27
Middleton	47	Flockton	25
Manston	43	Draughton	24*
St. James', Leeds (girls)	43	St. Thomas', Leeds (girls)	22†
Bramham	42	Lofthouse	15†
Ingrow	40	Stanley	12‡
Burley, Leeds (girls)	39		

Among the hindrances to the progress of education in my district may be named, first, irregularity of attendance, for which no satisfactory remedy has yet been suggested; secondly, apathy or indifference of parents, who indeed frequently think they confer a favour on the managers and teachers by allowing their children to attend school; thirdly, the presence of half-timers who are completely tired by their work in the mills in the morning, and find great difficulty in giving sufficient attention to their teachers in the afternoon to enable them to profit by the lessons they receive, so that during one half of the short time during which they attend school they are placed under exceptional disadvantages§; fourthly, in the following Leeds schools I think that too large a number of infants are placed under the mistress of the girls' department:—St. Philip's, St. James', St. Luke's, Burley, St. Mary's Newtown, St. Mary's Quarry Hill, St. Stephen's, St. Thomas', St. Peter's Square (but since the inspection in 1867 a second certificated teacher has been appointed here), All Saints', Bramley, St. Simon's (North Hall), and St. Michael's (Buslingthorpe).

Hindrances to satisfactory state of instruction.

Half-timers.

Many infants under mistress of girls' schools.

There is, however, plenty of accommodation in Leeds for the average number of children who attend school, the population in 1861 being returned as 207,165, of whom 6·05 per cent. were on the average in schools aided by

But ample accommodation in Leeds for those who attend national schools.

* In this school the religious knowledge has been neglected.

† In these schools the ninth supplementary rule has been violated.

‡ In this school no child presented for examination had been raised to a higher standard since the last inspection, eight months previously.

§ Nevertheless I consider the Factory Acts productive of very great good, and should be glad to see the principle of them still further extended in agricultural districts.

Parliamentary grants, while there was accommodation provided at 10 square feet per child for 7·72 per cent.

Helps to the progress of education.

Having mentioned the hindrances to the progress of education I turn with satisfaction to the helps and incentives to fresh exertion which I have noticed since my last report.

Minute of 20th February 1867.

I hailed with much satisfaction the Minute of the 20th of February 1867, and I think it has given a very useful stimulus to the teachers in my district. The actual amount of money earned is not of so much consequence in a large institution as the recognition of subjects beyond reading, writing, and arithmetic, as capable of bringing a direct grant to the schools. As I remarked in my last report, some of the higher subjects have always been taught in the good schools in my district, and from a reference to the list given above on page 154 it may be seen that most of the schools therein mentioned were able to claim an additional grant under the Minute.

I cannot help feeling, however, with some of my colleagues,* that we are too much fettered by limitations, which preclude us from recommending the grant in some cases where we might consider it to be deserved.

Appointment of diocesan inspectors.

I have also much pleasure in reporting that in the diocese of Ripon inspectors have been appointed by the Bishop at the urgent request of my colleague, Mr. Routledge, and myself.

One result has already been that one or two managers, who had previously neglected to avail themselves of Government inspection, having been convinced of the worthlessness of their untrained and uncertificated teachers, have engaged certificated teachers and applied for annual grants.

Prize Scheme Associations.

Thirdly, I would notice the formation of associations for giving prizes to children selected from various schools in different rural deaneries.

The North Craven deanery set the example, which Leeds was not slow to follow, and I hear of several others which hope to commence operations next year.

Yorkshire Board of Education.

Lastly, I would mention the Yorkshire Board of Education, which is doing much for the spreading of technical education, and encouraging advanced scholars to attend lectures on science.

Registers.

In conclusion I will say a few words on the subject of registers and log books.

In many schools either no admission register is kept, or the necessary entries are carelessly made.

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* See Report for 1867, pp. 101, 135, 199, 297.

This is a point to which I intend to pay very special attention in future. Also the daily entries should be taken in ink in the registers, not in pencil, nor on slates. Also the managers should be careful not to state that they have examined and verified some of the entries on the examination schedule, taken from the registers, when they have only deputed one of their number to do so, or have even left the whole matter in the teacher's hands.

Log book.

The log books are now better kept than they used to be. In some schools, as in Messrs. Marshall's factory, the log book is produced at the regular stated meetings of the managers, who read carefully the entries made by the teachers in the different departments, and are thus able to satisfy themselves as to the progress of the school.

In this and in two other schools in Leeds, St. Simon's (North Hall), and St. Mark's (Woodhouse), the log books are so well kept as to deserve especial praise. The same may be predicated of those at Boston Spa, and Seacroft.

I have the honour to be, &c.

H. ADAIR PICKARD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. S. PRYCE, M.A., *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in* MID WALES.

MY LORDS,

I HAVE the honour to present my first report on the elementary schools visited by me during the year 1868.

The following tables will show the number of schools I have inspected, the number of children present, the number on school registers, the income and expenditure, the number and per-centages of passes in reading, writing, and arithmetic:—

Attendance.

TABLE A.—ATTENDANCE, &c.

Schools visited on account of	Number of Schools held in separate Buildings.	Number of Schoolrooms in which separate Teachers are employed.	Present at Examination.		Number in average Attendance.		Number of Certificated Teachers.	Number of Pupil-Teachers.	Number of Assistant Teachers.
			Boys.	Girls.	Boys.	Girls.			
Annual grants - -	123	142	7,008	5,451	5,881	4,074	140	90	1
Simple inspection -	16	17	432	387	187	147	0	0	0

Ages of children on school registers.

TABLE B.—Showing the AGES of CHILDREN on SCHOOL REGISTERS.

—	Under 4.	Between 4 and 5.	Between 5 and 6.	Between 6 and 7.	Between 7 and 8.	Between 8 and 9.	Between 9 and 10.	Between 10 and 11.	Between 11 and 12.	Between 12 and 13.	Between 13 and 14.	Over 14.
Annual grants - -	647	917	1,407	1,421	1,749	1,776	1,807	1,581	1,369	1,100	721	657
Simple inspection -	15	9	20	35	36	35	33	43	32	30	20	18

No returns for 1 annual grant and 12 simple inspection departments.

TABLE C.—Showing what LENGTH of TIME CHILDREN have attended SCHOOL.

—	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
Annual grants - -	5,110	3,261	2,331	1,424	1,156	1,140
Simple inspection - -	83	74	27	37	9	23

No returns for 7 annual grant and 13 simple inspection departments.

TABLE D.—INCOME and EXPENDITURE. Income and expenditure.

Aggregate Annual Income and Expenditure as stated by Managers of 119 Annual Grant Schools, together with 9 Simple Inspection Schools, = 128* of the Schools enumerated in Table A.

INCOME.

Schools visited on account of	From Endowment.	From voluntary Contributions.	From School Pence.	From Capitation Grants.	From other Sources.	Total.	Average per Scholar in Attendance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual grants.	694 14 5	4,097 17 3	3,048 7 8	3,894 3 0	346 15 10	12,081 18 2	1 4 7
Simple inspection.	27 14 4	199 4 8	72 14 3	4 6 7	44 16 2	348 16 0	0 16 8¼

EXPENDITURE.

Schools visited on account of	For Salaries.	For Books and Apparatus.	For Miscellaneous Purposes.	Total.	Average per Scholar in Attendance.	Number of Children in average Attendance in Schools to which this Table belongs.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Annual grants.	10,516 15 8	463 18 7	1,288 11 11	12,269 6 2	1 4 11¾	9,826
Simple inspection.	301 18 0	8 8 1	41 0 6	351 6 7	0 16 9¾	418

* The number of schools inspected during the year was 139, but from 11 of these no sufficient returns of income and expenditure have been received.

TABLE E.—PASSES on EXAMINATION under REVISED CODE. Passes on examination.

Schools visited on account of	Number presented for Examination and fulfilling Articles 40—47.				Passes on Examination.			Per-centage of Passes on Examination.			No. of Infants under Six not individually examined.
	Boys or Mixed under Masters.	Girls or Mixed under Mistresses.	Infants.	Total.	Reading.	Writing.	Arithmetic.	Reading.	Writing.	Arithmetic.	
Annual grants	5,901	995	113	7,009	5,672	5,683	4,577	80·9	81·	65·3	1,426
Simple inspection.†	245	57	—	302	241	204	101	79·8	67·5	33·5	30

† All the children, with very few exceptions, in these schools were presented in the lower standards.

The district assigned to me embraces the whole of Pembrokeshire, Carmarthenshire (with the exception of the Llanelly census district), Cardiganshire, Radnorshire, and Montgomeryshire, together with some small portions of Extent of district.

Schools in it to be divided into English and Welsh.

Hereford, Salop, Denbigh, and Merioneth. In Cardiganshire, Carmarthenshire, the west of Montgomeryshire, and the north of Pembrokeshire, the Welsh language is very prevalent, and may be said to be the language of the people; they converse in Welsh, read Welsh books and Welsh newspapers, and frequent Welsh places of worship. The schools I visit may therefore be divided into Welsh and English schools; the former occupying the country already mentioned, the latter, the south of Pembrokeshire, Radnorshire, with the borders of Herefordshire, the east of Montgomery, with the borders of Salop. The boundaries between the two languages are very sharply defined, often on one side of a small rivulet English alone is spoken, and on the other side Welsh. Though at first one would naturally think otherwise, yet practically I do not find that the Welsh language presents any real difficulty in the working of a school: whether it be, which I believe is the case, that the Welsh as a people are quick at picking up a new language, or that the very circumstance of the children having to acquire one to pass the examination, conducted in English, quickens their intellect, it is a fact that as a rule, *cæteris paribus*, the per-centages of passes in Welsh schools are very little, if any, below those in the English speaking districts. The reading is not so natural and expressive, but when it is remembered that very many of the children have been in school only a short time, that they knew no English when they entered, and that after school-hours Welsh alone is spoken, I often wonder at the proficiency with which some of these poor Welsh children read English books; the English child who could in so short a time be taught to read and speak French or German with equal fluency, would I am sure be looked upon as quite a young prodigy. The spelling in Welsh schools I find quite equal to that in English schools, which probably arises from the tendency of an English child to spell by ear, while the Welsh child depends on the eye, that is on the form of the word when written. In handwriting and arithmetic I do not find any perceptible difference between an average English and Welsh school. Practically, therefore, the Welsh language is not much of a grievance in a school, if there be a good and efficient teacher at the head of it; an active man begins to speak English to the children as soon as they attend the school, and uses Welsh even by way of explanation as sparingly as possible.*

Welsh practically presents no difficulty in the working of a school.

Attainments of children in English and Welsh schools about equal.

* In two Welsh schools, which are in a very satisfactory condition, Llanboidy, Carmarthenshire, and Penrhyn Coch, Cardiganshire, the teachers do not understand Welsh, and consequently all the instruction from the very commencement is given entirely in English.

The work of the first and second Standards is so mechanical that a very imperfect knowledge of English, on the part of the children, cannot interfere much with the instruction; when they rise to the third Standard they have acquired enough English fairly to understand the teacher's explanations, and the general scope of the reading lessons; when the higher standards are reached the anomaly of the two languages has for the most part disappeared, the children during school hours being to all intents and purposes English children. In inferior schools, I need not say, things do not progress so satisfactorily; much capital is generally made in these out of the Welsh difficulty, every fault and failing in discipline and instruction are visited upon the devoted head of the Welsh language; in such schools the teachers use it freely in speaking even to the elder children, being too hopeless or rather too careless and indolent to teach them English. I am very sure that the difficulty can be surmounted if the teacher be painstaking and persevering; it is simply used as an excuse and as an appeal *ad misericordiam;* if it were done away with, "the measles," "the winter's snow," "potato planting," or "potato gathering," and other similar things would crop up to supply its place. I should add that in all Welsh schools my examination is conducted entirely in English; before beginning the examination, however, I often address a few kind words to the children in Welsh, to win their confidence, and in the second and third Standards I sometimes ask the Welsh for simple phrases and nouns in the reading lesson, in order to see whether the children are beginning to understand what they are reading.

Much capital made out of the Welsh difficulty in inferior schools.

Examination conducted entirely in English.

Managers and teachers have often pressed me to relax the rule of using English only, in the examinations in religious subjects, but I have refused to do so; it seems to me that as long as the teachers are directed to teach in English, the examination should be conducted in the same language: if I were to examine the children in religious knowledge in Welsh, I should get the result of the teaching, not of the day school but of the Sunday school,—possibly of the dissenting Sunday school,—and the national schoolmaster cannot expect to get any credit for that. On one or two occasions, indeed, in inferior schools, when the teachers have intimated to me or to the managers that if the questions were asked in Welsh the whole class would answer correctly, I have surprised them by doing so, but on no occasion do I remember the result to have been satisfactory.

Reasons for refusing to make any exception to this in the examination in religious knowledge.

The effect of thus acquiring English in the day schools will doubtless be to render Welsh in time a dead language; it will, however, take some generations to accomplish this,

The effect of thus acquiring English in the day schools.

for the Welsh appear to have the faculty of retaining the two languages, using English for all business transactions with the English world beyond them, and Welsh for social intercourse among themselves: the former, however, is steadily gaining ground; the young lad from school, though continuing to speak Welsh at home, has acquired a taste for reading English books, the English newspaper is sought after and read by him for the sake of getting the latest intelligence about the state of the markets, &c., his accounts and correspondence are carried on in English; this result of school education, together with other auxiliary causes, such as railways, and the introduction of English capitalists and labourers into the country, will slowly drive away Welsh even from its last retreat, the hearth and altar; and however interesting as an ancient language it may be to philologists and linguists, there is no doubt that in an educational point of view, the disuse of Welsh as a spoken language will be a gain to the principality; for the limited area in which it is spoken, and the backward condition of Welsh literature, are serious drawbacks to the intellectual and commercial progress of the people.

Benefits resulting from the issue of the joint circular by the Welsh inspectors.

In inspecting schools I find very great benefit from the issue of the circular,* which was drawn up in a great measure by Mr. Fearon, Her Majesty's inspector, and agreed upon by him, Mr. Watts, Her Majesty's inspector of Church of England schools in North Wales, Mr. Williams, Her Majesty's inspector of British schools in Mid Wales, and myself. The plan of having the school in its usual working order when the inspector enters is a great improvement upon the old method of having the children placed in standards, waiting for the schedule examination, with all the routine work at a stand-still. Before this circular was issued, on entering a school I generally found the children ranged in their respective standards, sitting listlessly, or amusing themselves with singing school songs; when this was the case, it was simply impossible to report correctly upon the order of the school or the method of instruction, and any attempt at finding the intellectual condition of a group of children was met by the remark of the teacher "that the classes were mixed," and I had no alternative but to proceed at once to examine the children individually. According to our present method of having the school at first in its usual working order, the inspector sees, among other things, what number of children there is in each class, and what is the real mixture of classes (which mixture is to

The school when the inspector enters, in its usual working order.

* See the Appendix to Mr. Fearon's Report for 1867.

be much discouraged), when the children are placed in standards for individual examination. The inspection is quite as important a work as the examination of a school; in the latter the results of the instruction are obtained, in the former is seen the method of conveying that instruction; at the inspection, the inspector can best judge of the command the teacher has over the children and apprentices, the practical carrying out of the time-table, the real provisions made for teaching the junior classes and infants, and other similar matters of importance. The schedule or individual examination will decide whether a school be in a good, fair, or indifferent condition, but the inspection will best enable the inspector to suggest improvements so as to convert an indifferent into a good school.

An uniform standard.

The issuing of this joint circular by inspectors of Church of England and British schools has also done much already to stop the invidious remarks of some Church school managers in my district; that the inspectors of British schools were much more lenient in their examinations than the inspectors of Church schools, and doubtless my colleagues who inspect British schools are not so much troubled now with the converse complaint. When any remarks of this kind are now made to me I am able to assert that my standard is also the standard of my colleagues. This perfect unanimity among Her Majesty's inspectors in Wales will, I trust, do away with much of the rivalry that exists among denominational schools; at any rate, it will discourage the idea that one set of inspectors are inclined to give a helping hand, *sub rosa*, to Church of England schools, and that other inspectors are disposed in a similar way to benefit British or Dissenting schools. Owing to the issue of this circular, the inspectors are regarded more and more as simply officials, whose only duty and endeavour it is to judge by invariable rules of the efficiency of elementary schools.

The standard fixed upon, fair.

After working strictly according to the standard fixed upon in this circular for nearly a twelvemonth, I can see nothing in it requiring change; the very definiteness with which the requirements are laid down is in itself a recommendation to teachers; they now, as they acknowledge, understand exactly what they have to prepare for. The limiting the notation in the 2nd Standard to "thousands" has been accepted as a great boon by teachers, and has done much to sweeten other portions of the circular. The rule which is considered to press rather hard is that in arithmetic, where it is laid down that out of three sums given two must be worked out correctly to secure "a pass." At first I confess I was inclined to take a more lenient line, and

suggested, when the circular was drawn out, that it would be sufficient to insist upon one sum only being absolutely right, and the other two right only in method. I am now, however, convinced that the present rule is the best, provided only that the sums given in the higher standards are fair plain sums in strict accordance with the regulations of the Code: if sums be given at all in the nature of problems, "two out of three to be right" is too high a standard, children who have had a fair amount of instruction, and deserve to pass would in many instances fail. Comparatively easy sums, and great accuracy in working them out is the proper principle to be observed in examining elementary schools.

The definiteness with which the requirements under the Minute of February 1867 are stated, very beneficial.

The particulars stated with respect to the examination in some extra subject, under the Minute of February 1867, assist the inspector much. Before issuing this circular the teachers did not know how much grammar or geography or English history was required, the nature of the questions that would be given was also unknown to them: now, however, when they are told that in grammar, for instance, "the "definitions with examples and illustrations, the inflections "of the noun and verb, and the parsing of sentences,' will satisfy the inspector, they have something definite before them; anything further which they wish to teach, such as the analysis of sentences to the elder children, will be regarded as additional work, and deserving additional credit, but the minimum requirement is plainly set before them. This definiteness causes many teachers to prepare some extra subject in their schools, who otherwise would probably not do so.

School registers, the manner in which they are kept.

I have paid much attention to the way in which the school registers of attendance are kept in my district: I am quite confident that in very many schools they are most accurately and honestly kept, but I am afraid that the exceptions are not a few; this is often perhaps the result of mere carelessness on the part of the teacher: I, however, grieve to say, that in one or two cases, I have had very strong suspicions that the registers had been wrongly marked in order to affect the average attendance for the year, and therefore the stipend of the teachers. I have taken every precaution which the present system admits of to prevent this, such as directing that the registers should be marked in ink, and not with pencil in the first instance; that not only should a dot or some equivalent mark be made opposite the name of each scholar present, but that the letter "a" or some other sign accounting for absence should also be invariably written in ink opposite the name of each scholar who is absent; that when there are two or more children of the same name in a

school they should be distinguished from one another on the registers by additional titles. But in spite of these and similar regulations, if the teacher be bent upon it, there is now no way, so far as I can see, of preventing his falsifying the registers and acting dishonourably. In making these remarks I wish it to be clearly understood that, taken as a class, I consider the school teachers holding Government certificates throughout my district to be honest and high principled persons; that there may be some in such a numerous body who are inclined to take an unfair advantage of a trust reposed in them, in order to increase their salaries is perhaps almost to be expected, that their number is very small is most creditable to the profession. It is desirable, however, if possible, to remove all teachers out of the reach of temptation, still more to prevent dishonest persons from profiting by their dishonesty.

Teachers as a class high principled and honest.

The change which I should recommend is, that *payment for dots* be altogether abolished, so far as this is practicable; that is, that there should be no 4*s.* per head allowed on the annual average of attendance, but that instead of this an additional 1*s.* 8*d.* be given for each "pass" in reading, writing, and arithmetic. I should make the addition to be 1*s.* 8*d.* and not 1*s.* 4*d.*, because this would allow for failures in the examination, putting these down at 20 per cent., which would be a fair calculation on the whole, the amount of money to be received would be about equal under both systems; for in a well conducted school, where the registers are properly kept, the annual average of attendance, and the number of children presented for examination are generally about equal; if the former be much in excess of the latter there must be something wrong in the instruction or in the attendance, and it is right that the managers should suffer accordingly. The registers of course should be kept in every respect as at present, and none should be presented for examination who had not attended more than 200 times during the school year; but the examination would in many instances check any dishonesty on the part of the teacher, for unless a child of ordinary abilities had attended nearly 200 times at least, his chance of passing a satisfactory examination would be very small, and no grant, in the majority of cases, would be allowed for him. I should extend this scheme even to infant schools and to children under 6 years of age in mixed and other schools, and subject all those infants for whom a grant was claimed to an examination in a standard a degree lower than the present 1st Standard. This would not only be a safeguard as regards the school registers, but it would also ensure that these little children were properly

A recommendation to abolish the *payment for dots* and in lieu thereof to increase the amount for "pass."

Scheme to be extended to infant schools and infant classes.

taught. At present, where there is no infant school, the infant class is left very much to the care of inexperienced young monitors.

The expediency of paying occasional visits to schools without giving formal notice.

After a fortnight or three weeks' notice has been given to the managers of the day and hour of the inspector's visit, he generally finds that the school wears a different aspect to what may be called its every-day appearance; the children have been warned to be punctual in their attendance, the deficiency of books or apparatus complained of a twelvemonth ago has just been remedied, and I am afraid I must add, recurring to a previous subject, that in some schools the teachers have been hard at work "making up the registers "before the inspector comes." Much of this is natural and unavoidable, and it is well that the official visit does generally occasion a regular cleaning and overhauling even once a year; at the same time I submit it would have a most beneficial effect on schools if it were understood that Her Majesty's inspector had a right to enter them, if he felt inclined, at other times besides the stated time for inspection. Where the school registers did not appear to have been satisfactorily kept when examined at the time of the official visit, where a better supply of books was ordered to be provided without delay, where there was reason to suspect that irregular school hours were kept, &c., this power to pay an unofficial, or rather unexpected visit would, I am quite sure, have a most salutary effect: there would be no need to expend any additional time or money on such visits, for they would only be paid when the inspector was already passing through the district; besides the knowledge that Her Majesty's inspector had the power of visiting schools thus informally would of itself be almost enough.

Objections considered.

Two objections may be raised to this suggestion. (1.) Some might consider it an un-English proceeding and as approaching too much to a foreign system of espionage, but surely this might be prevented if the inspectors were judicious and prudent. There is no reason why an occasional visit on the part of the inspector, more than an occasional visit on the part of a manager, should necessarily be construed into distrust and suspicion. (2.) It might be said that such visits would make the inspectors, and therefore the Committee of Council on Education, responsible for the working of a school, whereas now this responsibility rests entirely on the managers, and the inspector merely judges of results. There is no need, however, why he should at the time of an occasional visit do anything more than examine into the condition of the school, which would not make him responsible for any defects in the instruction, nor cause the managers to shirk their duty. If

the inspector found any instance of gross neglect he would make a memorandum of it, and refer to the same in the usual annual report to the managers, after his next formal and official visit. For instance, if he found that the registers of attendance had not been marked for a fortnight or more, he would simply state in the report that he had proofs that the registers had not been kept with sufficient accuracy to warrant confidence in the returns, and that consequently the Government grant should be withheld according to Art. 51 *d.* Revised Code.

The following is the number of annual grant Church of England schools in my district, some consisting of more than one department under separate teachers:— Number of annual grant schools in the several counties in my district.

Montgomery.	Cardigan.	Carmarthen.*	Pembroke.	Radnor.	Border Counties.
30	19	28	24	8	14

Number of other Church of England schools liable to inspection, but receiving no annual grant:— Number of simple inspection cases.

Montgomery.	Cardigan.	Carmarthen.	Pembroke.	Radnor.
12	8	4	11	5

Number of parishes with a population over 400 in the above counties containing no schools of any description recognized by Government, according to the returns of parishes ordered by the House of Commons, February 1868:— Number of parishes with a population over 400 in these counties having no Government school.

Montgomery.	Cardigan.	Carmarthen.	Pembroke.	Radnor.
20	36	26	21	9

I shall now make a few remarks on the state of education in these several counties.

Montgomeryshire.—The area of this county is 568,121 statute acres; the population in 1861 was 76,923; the number of children present at inspection in the 30 annual grant Church of England schools was 2,633; the per-centage of the population therefore attending these schools was 3·4. The greater number of the schools are situated in the east or English part of the county; in the hilly south district adjoining Education in Montgomery.

* There are six other annual grant schools in this county in the Llanelly census district which are visited by Mr. Binns, Her Majesty's inspector.

the north of Cardiganshire, schools are few. In this county the schools which deserve to be honourably mentioned on account of their proficiency are the following, placed in order of merit:—Llandinam, Meifod, Llanllwchhaiarn, Llanwnog, Montgomery, Forden, Llandrinio, Pool Quay, Llanfyllin (boys'), Cemmaes, Llanbrynmair. Those at Llandyssil, Llanfair-caer-einion, and Garthbeibio are also satisfactory and rising schools. The Machynlleth schools, which were in an exceptionally low condition in 1867, had at my last visit improved considerably.

Education in Cardigan.

Cardiganshire.—The area of this thoroughly Welsh county is 594,883 statute acres; the population in 1861 was 97,401; the number of children present at inspection in the 19 annual grant Church of England schools in 1868 was 2,145, giving only 2·2 as the per-centage of the population attending these schools. With respect to education this county can only be said to be in a moderate condition; the school buildings, furniture, and apparatus, especially in country places, are inferior to what they are in Montgomery, Carmarthen, and Pembroke. The centre, north-east, and west coast parts of this county are deficient in schools. In census district 598 (Tregaron), with a population of 11,458, there is only one small Government school. This and the whole coast line from Aberystwith to St. David's are the most unsatisfactory portions of my educational map. I have reason to know, however, that in census district 598 there is a moderate sprinkling of village or dame schools, which I hope will before long become open to inspection and Government aid. Among the annual grant schools in this county there are some in a very efficient condition; the following are the most satisfactory, placed in order of merit:—Llangeler and Penyparke (equal), Llancynfelin, Cardigan (boys'), Penrhyncoch, Aberystwith (girls'), Llandyssil, Cardigan (girls'), Aberystwith (boys'), Llandugwydd, Aberbank. Aberystwith (girls') had improved considerably since my former visit, and is likely to become under the present mistress a most efficient school.

Education in Carmarthen.

Carmarthenshire.—The area of this county, leaving out the Llanelly census district, is 428,324 statute acres; the population in 1861, subject to the same limitation, was 70,910; the number of children present at inspection in 1868 in the 28 annual grant Church of England schools was 2,605, which gives 3·7 as the per-centage of the population attending these schools. There is a very fair number of schools in the immediate neighbourhood of Carmarthen, and the same may be said of Llandovery. The south of Carmarthenshire, however, is not so well supplied. The most

promising schools in the county, placed in order of merit, are the following:—Llanboidy, Carmarthen (boys'), Abergwili, Laugharne, Llandovery (girls'), Llandebie, Llanfairuwchgwili, Llanfihangel-aber-bythych, Ferryside, Llandilo, Mothfai, Carmarthen (girls'), Llanstephan, Llandovery (boys'), Penboyr, Llandefeilog, Capel-cynfal.

Education in Pembroke.

Pembrokeshire.—The area of this county is 366,040 statute acres; the population in 1861 was 87,690; the number of children present at inspection in the 24 annual grant Church of England schools in 1868 was 2,394, which gives 2·7 as the per-centage of the population attending these schools. There is one portion of this county where schools are very rare and unfrequent. I have alluded to it before when noticing the lack of them all along the coast from Aberystwith to St. David's. Travelling from Aberystwith southward in this direction, if I except a very small school somewhat inland at Llangwyryfon, I have no Government school until I arrive at Aberayron, a distance of 18 miles, though I pass through two or three hamlets. Leaving Aberayron, where there is a very fair school, the next one is at Llanarth, six miles distant from this place. There now occurs a gap for 10 miles, until I reach the village of Aberporth, in the Cardigan census district; this coast line is also very fairly populated. Entering Pembrokeshire, after leaving the immediate neighbourhood of Cardigan, the only schools along the coast are at Fishguard, Llanrhian, and Mathry. At St. David's, the extreme point, a parish with a population of 2,199, there is no Government school of any description for the education of the poor children of that ancient place. The other portions of Pembrokeshire are fairly supplied with schools. The most satisfactory, placed in order of merit, are the following:—Pembroke Dock, Coshoston, Rhydberth, Uzmaston-cum-Balston, Warren, Fishguard, Tenby, Tavernspite, Milford Haven.

Education in Radnor.

Radnorshire.—The area of this county is 311,363 statute acres; the population in 1861 was 32,866; the number of children present at inspection in the eight annual grant Church of England schools in 1868 was 537, giving 1·6 only as the per-centage of the population attending these schools. Education is low in this hilly and thinly populated country, but it may fairly be considered as progressing. A commodious new schoolroom has lately been erected at Abbey-cwm-hir and another at Llanyre (Newbridge on Wye); the school at Llanyre was much needed, and it is likely to be of great benefit to that neighbourhood; new buildings have also been erected at Rhayader. There are, however, a number of small parishes where schools are still

much wanted. The most forward schools at present in this county are at Howey, Nantmel, and Cwmdauddwr; I do not, however, place any of them in the first class.

Efficient schools in border counties.

Among the other schools which I visited, the following, placed in order of merit, may be considered as in a very efficient condition:—Llangedwin, Denbighshire; Churchstoke, Salop; Pembridge, Hereford; Brampton Brian, Hereford; Kington, boys' and girls', Hereford; Maholen, Hereford.

Endowed schools not generally very efficient.

The endowed schools in my district are not generally very efficient. The cause of this I think is twofold. (*a*) A fixed endowment paralyses voluntary efforts; in exact ratio to the amount of endowment is the managers' difficulty to raise subscriptions towards the support of a school. An endowment therefore often diminishes rather than increases the school funds. (*b*) The arrangement that a portion of the Government grant, which the teachers consider they have fairly earned, is withheld on account of the endowment, discourages them considerably; their feeling is, when pressed to improve their schools, that, at present, they are earning more money than they can hope to receive. This may be said to be taking a very low view of the case, but "payment for results" has now taken such a hold on the minds of managers and teachers, that perhaps it is natural: looking at the question in this light it does seem hard that the greater the efficiency of an endowed school, after a certain limit, the greater will be the "fine," as the deduction is commonly called. I believe the managers of these schools would be better satisfied, and that the efficiency of the schools would be increased, if instead of the present system, a smaller sum should be given for a "pass;" the amount of reduction from the ordinary rate varying directly as the amount of endowment, and inversely as the annual average of attendance; but that with this reduced rate no deductions should be made, and no limit fixed to the grant which might thus be earned.

Simple inspection schools.

Besides the annual grant schools, I inspected last year 16 simple inspection cases. I found the order and instruction in these schools low and unsatisfactory, with very few exceptions. Their general tone struck me as being altogether different to that of even ordinary annual grant schools, and there is reason to fear that the parishes in which they are placed do not often derive very much benefit from their operations: now and then, it is true, I came across a clever child, but he was quite a *lusus naturæ*, and evidently considered such by the teacher; his proficiency was not the result of the regular teaching given at the school, sometimes

he was naturally sharp, but more frequently he had been in the habit of attending a superior school in another neighbourhood. The two great defects of these schools are: (1) want of method; the children are not classified according to their attainments, the attention given to the classes is also uneven and not regular. (2) The systematic teaching of each child, whether he is sharp or not, so rightly insisted upon by the Revised Code, is disregarded to a great degree; if the master can produce one or two children tolerably well up in their work, he considers that he has done his duty faithfully, and that to the whole school. Reading (mechanical) and hand-writing were sometimes very fair in the first class; the spelling of these children was generally moderate. The most unsatisfactory part of the instruction was the attainments of the infants and lowest class, together with the arithmetic generally throughout the school: a proper knowledge of notation did not seem to have been considered a part of this subject; very frequently some of the bigger boys who, I was perhaps told at first could work "practice" and "fractions" *from the "Tutor,"* could not put down an ordinary subtraction sum from dictation; nor obtain correct and accurate results to the most simple problems in compound rules. The poor lads appeared too often to have had no real oral teaching; they had been bidden to sit down "with "their Tutors," and expected to cipher out the problems contained in them as best they could by the light of nature and the working out of the pattern sum.

Their defects.

These simple inspection schools are much benefited by the visits of the inspector. I am inclined to think, that if they were inspected regularly, the majority, if not all of them, would develope themselves into annual grant schools. The managers become versed in the Government system, and the acting teachers find that if they work faithfully and methodically, they have no reason to fear the inspector's visit. In very many of the simple inspection schools I visited, I found the managers and others interested in the education of the neighbourhood there to meet me; several managers afterwards wrote to thank me for my report, at the same time stating that my examination had improved their schools. The teachers at three of these schools, Bettws, Carmarthenshire; Walton West, Pembrokeshire; and St. Florence, Pembrokeshire, are now desirous to become certificated under Art. 72, *b* 2. These, together with Lampeter Velvrey and Carew schools, Pembrokeshire, were the most satisfactory simple inspection schools I visited.

Simple inspection schools much benefited by the visits of the inspector.

The efficiency of these schools and others of a similar character, not to mention some small annual grant schools,

Good mistresses and not inferior

masters should be employed in small schools.

could be much increased if the managers would bear in mind the fact, *that a good mistress is preferable to an inferior master*, and further, *that a good mistress may be had for the salary usually paid to an inferior master.* I am quite satisfied in my own mind, that if ever small country schools are to become annual grant schools, they must be placed under the charge of mistresses, and that this is by far the wisest plan if the school funds will not allow the managers to engage the services of tolerably fair masters. Some mixed schools in my district, on the English borders, are in a very fair condition as regards discipline and instruction, presided over by mistresses. It only requires that the managers should visit the schools pretty frequently, and on all occasions be ready to support the authority of the mistress. In Wales the wisdom of employing certificated mistresses has not yet been fully recognised, owing in part perhaps to the fact that while there are three male normal schools, there is not one female normal school in the principality.

Parishes in which there are no Government schools of any description.

I have in a preceding table given the number of parishes with a population over 400 containing no schools in any way connected with Government; very many of these are in remote and very inaccessible places. Of course it is not to be concluded that there are no schools of any description in all these parishes; this certainly is the case in some, but in others a few children are brought together mostly in the winter months and taught in a room or separate building in the village. I have no official knowledge of the character of the instruction given in these schools, my observations and inquiries, however, lead me to think that it is a grade or two lower than in simple inspection schools, or in other words that the faults of the latter are magnified in them: the buildings are also inferior and not so well adapted for teaching purposes; a few schools, however, in these parishes are in better order; they generally owe their vitality to an endowment, the liberality of some society or individual, or possibly in a few instances to the exertions of one of those very rare clergymen, who interest themselves in the education of the poor of their parish, but are jealous of all State interference.

Desirability of establishing Government schools in these parishes.

It is most desirable that proper Government schools should be established in some of the most central of these neglected parishes, but the population is generally so small and scattered that this could only be done successfully by all those who are interested in the education of the neighbourhood, whatever their religious views and creed may be, joining to support one common school. In some places, such

as Llangwyryfon and Llanddewibrefi, Cardiganshire, religious rivalry prevented this being done; no sooner did one party determine upon having a school, than the other party felt bound to start an opposition one; and thus, while many parishes in my district are without a school of any description, there are in these villages too many schools. The consequence naturally is, that such schools are small and inferior. The two schools, the National and the British, work against each other and not against ignorance and indifference. In towns and parishes where there is a fair population this opposition and rivalry work beneficially, for there is always plenty of raw material to act upon; but in villages and parishes where the number of children who can possibly attend school within a radius of three miles does not exceed 60 or 80, an increase in one school merely means a decrease in the other, one can only flourish at the expense of the other; the object in such places is not to get half a dozen poor children from the streets to attend some school, but to entice half a dozen children from the National to the British school, and *vice versâ*. I need not point out what a bad effect all this has upon the discipline and instruction in both schools.

Religious rivalry presents a difficulty.

I am well aware of the difficulty there would be in trying to remedy this state of things, but I am sanguine enough not to consider it unsurmountable. The solution of the problem which I humbly offer is this, namely, to establish in these small parishes secular schools in the strictest sense of the word, excluding even Bible lessons and Scripture history, and not allowing any Religious Body to hold a Sunday school in the room or use it for any religious or political meetings during the week. At the same time that the instruction was thus made entirely secular, I should appoint the clergyman of the parish, if he wished it, manager and correspondent, and under certain conditions I should let him have the appointment of the teacher. I may be mistaken, but my conviction is that some such arrangement as this would do much to conciliate both parties. So long as no religious instruction whatever was given in a school, the dissenters could not possibly object to send their children to it, and they would generally feel that the clergyman of the parish was the most fit person, in many instances the only fit person, to superintend the instruction, to revise the school registers and accounts, and to act as correspondent on behalf of the school with the Council Office. On the other hand, I am persuaded that in the majority of cases the clergyman would be satisfied if he were entrusted with the management of the school, and that he would take the

Suggestion how to conciliate the various Religious bodies.

Secular schools to be established.

Appointment of teacher under certain conditions to remain in the hands of the clergy.

same interest in it as he does at present, although the teaching were purely secular. The conviction has been forced upon me that the government of the school, and not the amount of religious instruction given, is what many of the Welsh clergy care most for. Indeed the condition of religious knowledge in many schools at present, especially in country places where dissent is strong, is deplorably low, and if it were not for the examination of Her Majesty's inspector and Article 52 *a*, Revised Code, I am quite sure it would frequently be lower still. In many of them little or none of the doctrinal portions of the Church Catechism is taught, and in some there is a sad ignorance of even the leading points in the life of the Saviour; all manifestly showing that very little thought is given to the religious instruction. Much of this arises from the state of religious parties in Wales, and I am not inclined to blame the managers of such schools overmuch, for dissent is so strong in many of these parishes that nothing like the present attendance could be kept up in their national schools if they acted otherwise; though more attention might safely be paid by teachers to simple Bible history. The fact, however, that many of the clergy have recognised the difficulty, I had almost said the impossibility, of having anything like distinctive religious teaching in their day schools, and that some of them are content with very little religious instruction of any kind in them, strengthens my position in recommending secular schools where denominational schools cannot be successfully established. I am inclined to think that what the Welsh clergy object to most in British schools is, not that the teaching in them is to a very great degree secular, which they assert to be the case, but that, in Wales at any rate, the general tone of such schools is antagonistic to the Church, more especially in country places; arising in a great measure I should say from the fact that the acting teacher is often a zealous member of some dissenting body. The clergyman having the power of appointing the master, as at present is the case in national schools, would prevent this, and the parish school would become neutral, as far as this is possible, in the religious conflict. This neutrality would be better secured in my opinion when the schoolmaster was a member of the Established Church than if he belonged to one of the dissenting bodies; for in the former case, he would have no independent influence and position except what he might have from the support and friendship of the clergyman, and the only good the church could derive from his services would be that he might very likely join the church choir, and would be induced, if possible, to take a class in the Sunday school.

The Welsh clergy care more for the management of a school than for the religious teaching.

What the Welsh clergy object to most in British schools.

But a dissenting schoolmaster in a small country village would hold a much more prominent position among his party; after the clergyman he would doubtless be the most educated and enlightened person in the neighbourhood, and would often become the counteracting influence to the power of the clergyman. The obtaining a schoolmaster belonging to the Established Church can only be secured by vesting the appointment in the clergyman or in a body of managers, the majority of whom are churchmen; otherwise I am afraid they would, though belonging to different denominations, and therefore probably hostile to each other, combine, intuitively and by a sort of sympathetic action, to elect a member of some dissenting communion rather than a member of the Church of England. The result of this would be that the clergyman would very likely ignore the school altogether, and establish a small church school on his own account in opposition to it, and the other school, after the first flush of triumph was over, would not be superintended at all by any competent person, and would be extremely liable to be farmed by the acting teacher, who would now consider himself master of the situation.

Two observations on what has been stated above.

There are two observations which I wish to make, having reference to what I have stated above.

(1) With respect to the unanimity and co-operation between churchmen and dissenters.

First. With respect to the want of unanimity and co-operation between churchmen and dissenters. I have dealt rather with the possible than with the actual condition of things, or in other words, with what might happen and probably would happen generally if party spirit ran high, but which happens only rarely now. In the Welsh country schools I visit, I always find an admixture of the children of churchmen and dissenters, very frequently the latter are much in excess of the former; the clergy, I believe, universally in my district, have adopted the principles of the conscience clause, so far even as to exclude often doctrinal teaching from their schools altogether. The number of children attending these schools is great beyond all proportion when compared with the number of persons attending church, which proves that much of the education remains in the hands of the clergy; and even in parishes where opposition schools are built, the building of them may very frequently be traced to circumstances having no immediate connexion with the religious teaching at the national school. That a jealousy, however, exists between churchmen and dissenters with respect to the education of the young cannot be denied; though it may thus be latent in very many parishes until called forth by some real or fancied grievance, or by pressure from without. Knowing this to be so, I have

recommended the establishment of secular schools in country places, reserving to the clergy a large amount of power in the management of them.

(2) Establishing secular schools in country places would not injure the cause of religion or of the church.

Secondly. I may be allowed to add, that when recommending that the instruction in country schools should be confined to secular subjects, I do not anticipate that the cause of religion or of the Established Church will suffer from this concession. Even in very fair annual grant schools where the character of the religious instruction reaches up to "good" and "fairly good," I question much whether the children derive much spiritual profit from it, if it has been taught them by the acting teacher, an apprentice, or a monitor. Such teaching is necessarily given in such a dry, hard, uninviting manner, that it does not reach the heart, and utterly fails, if such be its purpose, in making the children better Christians or better churchmen; whilst in inferior schools the children are simply crammed for the religious examination a few days before the inspector's visit. In the face of all this, the clergyman of the parish will perhaps consider that the children are taught their religious duties by the schoolmaster, and will be apt therefore to neglect that most important work himself. If it were clearly understood that the teaching in the day school was secular, the parish priest would awake to a sense of his responsibilities and see that it was *his* place and privilege to lead the lambs of his flock lovingly to a right knowledge of God and their Saviour, and I am much mistaken in the character of the Welsh clergy if the religious instruction would not profit by this change of teachers.

I have the honour to be, &c.

S. PRYCE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year ended 31st August 1868, by Her Majesty's Inspector, the* Rev. C. F. ROUTLEDGE, late Fellow of King's College, Cambridge, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the* WEST RIDING OF YORKSHIRE.

MY LORDS,

I HAVE the honour to submit to you my report for the year ending 31st August 1868.

Since the date of my last report the district has been very much reduced by the transference of the Wakefield and Barnsley census districts to my colleague, Mr. Pickard. This fact must be borne in mind when comparing the statistics for the two years.

General statistics.

During the past year I have inspected 139 schools, containing 203 departments, one of which was visited for the purpose of simple inspection only.

The aggregate annual income of 138 schools (incomplete returns having been received from the other one) was 30,272*l.* 1*s.* 6*d.*, of which the principal items were,—

	£	s.	d.
Voluntary contributions - - -	4,330	12	2
School pence - - - -	14,062	16	5
Capitation grant - - -	11,257	18	5

and the annual expenditure was 30,896*l.* 7*s.* 1.

There were actually present at inspection in the *day* schools,—

Boys, 17,622 } = 32,055.
Girls, 14,433 }

The average attendance is given as 22,231, and accommodation is provided for 38,283 children.

The average attendance in the 79 *night* schools is,—

Boys, 1,945 } = 2,389;
Girls, 444 }

of whom 2,359 were actually presented for examination.

The summary then of attendance at examination throughout the district is as follows:—

Day scholars, 32,055 } = 34,444.
Night scholars, 2,389 }

These are large numbers, and required almost more time and attention than one inspector could possibly devote to them. The benefit of the reduction of the district will, however, be felt during the ensuing and succeeding years.

The staff of recognized teachers consisted of,—

Certificated teachers, 222 }
Pupil-teachers, 237 } = 499,
Assistants, 40 }

in addition to which there were 80 uncertificated teachers, many of whom were employed in teaching generally, others confined their instruction to sewing.

Of the total number of scholars only 132 were above 14 years of age, and 14,364 had attended school less than one year. Taking three years as the minimum time in which anything like a sound instruction can be given, I regret to find that only 3,337 had in their attendance exceeded that period.

The number of children who attended in the *day* schools more than 200 times was 24,678, or (if we deduct 4,275 infants), 20,403, of whom there were presented for examination in the standards 17,554.

Of these there failed,—

In reading - - - -	2,280
In writing - - - -	2,913
In arithmetic - - - -	5,436

In the *night* schools there were presented for examination 2,359, of whom there failed in—

Reading - - - - -	111
Writing - - - - -	475
Arithmetic - - - - -	558

The comparison, therefore, of the per-centage of passes in the day and night schools is as follows:—

——	Reading.	Writing.	Arithmetic.
Day schools - - - -	87	83·4	69
Night schools - - - -	95·3	79·8	76·3

Comparing the above statistics with those for the years 1865–6 (the date of my last report), I am sorry to observe that the number of children at school above the age of 14 has considerably diminished. The per-centage of passes in the three last years shows a continual decline in reading and writing, and a falling off in arithmetic for the year 1868 as compared with 1866.

——	Reading.	Writing.	Arithmetic.
1866 - -	89·5	86·4	72·3
1867 - -	87·4	83·5	65·2
1868 - -	87	83·4	69

Deceitfulness of statistics.

My conviction is that the amount of scholastic destitution in England has been much exaggerated. It is not a correct

test to take the average attendance in a school as in all cases a fair representation of the number of children educated there. It is well known that in half-time schools a different set attend in the morning and afternoon; 50 may be present in the morning, and 50 others in the afternoon, and yet the average attendance for the day is reckoned at 50, instead of 100, as it really is. In the official record of my work during the past year over 32,000 children are said to have been present at the inspection of the day schools, while the average attendance is calculated as only a little over 22,200. But in my last report, when the average attendance was reckoned after a different method, it exceeded by one-twelfth the number present at inspection. Assuming this proportion to be correct now, as there were present at inspection 30,700 (counting only *once* the schools examined *twice* in the same year, owing to a change of date of inspection), the average attendance would be about 33,200, as against about 21,500 computed in the official way, wherein two half-timers count as one child.

I give this as an instance of the fallacy of statistics if not carefully explained. The population of my district (by census 1861) was about 500,000, and according to the above calculation the average attendance in *Church* schools receiving annual grants would be about 1 in 15 of the whole population, or nearly 6·7 as against 5·61 given for the whole of Yorkshire, and this does not represent the whole difference, as in my calculation I have excluded aided schools not receiving annual grants, and also schools not belonging to the Church, both of which are included in the 5·61, as given in the Parliamentary Return of 25 February 1868. Parliamentary Return, Feb. 25, 1868.

There stands at the fore front of the multitudinous discussions on education the question as to the advisability and possibility of its being made compulsory. That to a great extent it is compulsory in the manufacturing districts must be my excuse for touching on the subject. Without admitting exaggerated statements as to the defects of our present system of education we may, I suppose, assume that it is not so perfect or far-reaching as that of some other countries; and if so, the point at issue is simply this, whether the prevailing ignorance can be lessened by compulsion or by persuasion and moral force. Has the latter alternative been successful? Can any one who knows much of the character of the English lower classes believe that they will (at any rate for some generations) be convinced that it is at least of equal importance for their children to be educated, as to gain a few shillings weekly at the expense of their mental and moral training? To give education a fair chance the parents must first be Compulsory education.

educated; as that cannot be done in the present generation, we must make the best provision we can for the future. If we put before the poor even the baser motive that education actually "pays," by enabling their children to earn higher wages hereafter, the answer too often in effect is, that they prefer the shillings of the present to the pounds of the future. Persuasion will not, in my opinion, be effectual, and I believe it is only by some sort of compulsion now that we can hope to bring about hereafter that happy state of things described by my colleague, Mr. M. Arnold, when education will remain "compulsory because it is flourishing."

But then comes the more difficult question, how are we to carry out the system of compulsion? The key to the solution of the problem will be found, I suppose, in the extension of the Factory Acts. In towns or large works this may confessedly be, indeed it has been, done. In the agricultural districts the difficulty is greater. It does not seem to me possible to make agricultural children attend school half a day and work the other half, or even work and learn in alternate weeks; but could they not be compelled to attend school during (say) the five or six months in a year in which their labour in the fields is not so necessary? and no boy up to a certain age be allowed to cease attending school until he can present a certificate that he has passed an examination in a fixed standard?

If the important point is (as I would venture to suggest) that not the mere attendance at school but the result of such attendance in the shape of attainments should be compulsory, the system we should aim at eventually would be some such one as this. (*a.*) That no child till he is 10 years of age be allowed to work at all unless he has passed an examination in the present Standard II. (*b.*) That no child till he is 14 years of age be allowed to work full time unless he has passed an examination in Standard VI. Beyond 14 years of age the difficulty of State interference becomes greater, and other questions arise which it is not the place here to discuss.

But how is the certificate of success to be awarded? In various ways. In schools under inspection the fact of passing the inspector's examination satisfactorily should entitle a child to a certificate, and either a clerk might be specially employed at the Council Office to transmit the certificates, or the inspector might sign them on the occasion of his visit to the school. Also at least one day a week might be devoted by the inspector's assistants to hold examinations in the principal towns and villages of the district, at which all children desirous of obtaining certificates might attend. In this district, *e.g.*, Mr. Firth might attend at Halifax and Mirfield the first Friday

in the month, Bradford and Dewsbury the second, Sowerby Bridge and Todmorden the third, Huddersfield and Saddleworth the fourth, or otherwise. Or again, all certificated masters might be allowed to grant a certificate countersigned by one of the managers of the school, and any fraudulent granting of the certificate be treated as a misdemeanor.

In country places and uninspected schools the board of guardians or other board might appoint a travelling certificated master (to be paid out of the rates or by subscription) solely for this duty. Lastly, any employer employing during the whole year children who had not gained this certificate would render himself liable to a fine, which might be paid towards relieving the education grant. Whether a registration list might not be kept in each parish of the children thus certificated, and whether the police or specially appointed officers should be intrusted with the carrying out of the Act, are points of detail. I would further suggest that under the Factory Acts all children should be compelled (when practicable) to attend schools under Government inspection, and that greater care should be taken in providing that the children of all people receiving out-door relief should be sent to and maintained at school out of the poor rate.

Prevalence of routine.

The prevalence of mere routine, and a consequent want of elasticity among teachers, are faults which are common and discouraging. Some of my colleagues have commented on their helplessness when placed in new and unusual circumstances. There is a want (if I may so say) of the power of expansion, which cramps schoolmasters and mistresses, and causes them to be fearful of leaving the old beaten track even in the smallest matters. And this is one reason why a change of inspectors is generally a matter of such alarm. Teachers get so accustomed to the ways of an inspector as to be almost ludicrously dismayed when the annual examination is conducted by a different person after a different method. It ought to be scarcely credible that remonstrance was once made because, when wishing to dictate the figures 1,714, I gave them out as "seventeen hundred and fourteen." "It had always," I was told, "been dictated as 'one thou-" "'sand seven hundred, &c.,' and so the children would be "puzzled." Such an instance is one of many, and proves how difficult it is to persuade teachers that the more varied the form and manner in which a subject is put before children the better they will understand it, and so far the better will be their education, and that it is their duty to encourage intelligence, not mere memory, a thorough knowledge and appreciation of details, not mere repetition by rote, since they are not obliged to sacrifice originality because the system of

education is judiciously administered under certain regulations.

Religious instruction.

In my last report I dwelt somewhat fully upon the religious instruction given in our National schools, and endeavoured to show that it was not practical enough, but too much confined to mere facts, bare and lifeless in themselves unless useful lessons were deduced from them; and though not yet entirely satisfied I am glad to observe a considerable improvement, especially in the teaching of the Church Catechism. There is, however, one point to which I must again direct the attention of the teachers. Religious instruction is not given with sufficient care to the lower classes.

In some schools there is a tendency to neglect it altogether until the children have reached the upper standards. Now I need scarcely remark that this deferring of the instruction entails much more labour afterwards, and it appears to me that, as a rule, the younger children receive it with greater eagerness and pleasure than the older ones, and besides it is to some extent more advantageous to spend time in imparting it to them, because generally the younger children (say between seven and nine) are more regular in their attendance. Among the schools which have particularly distinguished themselves in this most important branch of education I select the following:—

Sowerby, St. George's, Boys.	Mount Pellon, Girls.
Elland, Girls.	Copley, Boys and Girls.
Halifax, Crosshill, Girls.	Clayton, Boys.
,, Victoria Street, Girls.	Bradford, Ch. Ch., Girls.
,, Trinity, Mixed.	Dewsbury, Parochial.
Luddenden, Boys.	Huddersfield, St. Paul's, Boys.

And in almost every instance these are good schools in other respects. I wish to remark that in many schools it is endeavoured to throw upon the inspector the whole responsibility of directing the best manner of giving, and the best matter for, religious lessons, whereas it is not his province to interfere further than by suggestions, but to report. It would be unjust to say that clergymen generally neglect this part of their duty, but in many manufacturing schools the clergyman takes a less active part than he does in country parishes, either because he has such an enormous amount of work to do owing to the large population assigned to him, or because some millowners take the leading part in the management, and do not approve of what seems to them too much interference on the part of others in schools which they are proud to call exclusively their own.

Minute, 20 Feb. 1867.

In the working of the Minute 20 February 1867, I have

now had a considerable experience, both in town and country schools. I subjoin in the Appendix a circular which I have lately issued, and in which I have endeavoured to carry out what appear to be your Lordships' intentions. There is one danger which I have found in some instances it is necessary to guard against. There has been such an eager desire to gain the extra grant that the ordinary subjects of school instruction have been neglected. In a few of the very last schools (belonging to another district) which I have examined under this Minute, I have found the children admirably instructed in geography, while the writing and arithmetic have been very bad. In these cases the grant has not been given (though *primâ facie* earned) because the number of passes in the three rules has not exceeded 200 per cent. of the annual average number of scholars in attendance over six years of age. To meet this, I would suggest that the inspectors should not examine children at all with reference to the Minute unless a very fair examination has previously been passed in the elementary subjects. The lesson of warning thus taught would be more valuable if given on the spot, than if (as now) it is only learnt some three or four weeks afterwards from your Lordships' communication to the managers. I trust that I shall be pardoned when I say that my opinion coincides with that of my colleague, Mr. M. Arnold, that "more free play for the inspector and more "free play for the teacher is what is wanted," because the elaborate mechanism of the Minute makes the examination under it somewhat too formal. I should far prefer some such simple rule as this, that the first class of a school should have an accurate knowledge of, and the second class an elementary acquaintance with, some portion of geography, history, or other subject; the details to be left as heretofore to the inspector's discretion.

During the past year I have examined 740 children under the Minute, of whom only 229 passed. Teachers are apt to forget that what is required must be the result of a year's steady instruction, and accordingly some have made a great rush in the three or four months immediately preceding the inspection, others have simply given a lesson in the subject now and then, and trusted to the inspector's leniency. With such attempts as this I have no sympathy whatever, for to those teachers the Minute would appear simply a means of getting perchance more money, not an encouragement to the furtherance and extension of education. With regard to the subject chosen, it must fairly be expected that different inspectors will give different advice. I have recommended geography, arithmetic, or composition for various reasons

which I will not now enter upon, amongst others, because I believe that these are the most useful and practical subjects, and in our National schools practical value occupies a more important place than it should do in schools of a higher class, where the pupils attend more regularly and remain at school for a greater number of years.

In teaching geography it is advisable to inculcate the use of hanging globes. In history I myself prefer the period up to the completion of the Norman Conquest, or still better, the events of the present century. It is but right to state that in the teaching of all these subjects the boys' school of St. Paul's, Huddersfield, affords a good model for other schools to imitate.

Pupil-teachers.

According to promise I name the pupil-teachers who have particularly distinguished themselves in my examinations, and have been placed in the first class.

Emily Barber, Halifax, Victoria Street, Infants' S.
Elizabeth A. Roberts, Halifax, Parish Church, Girls' S.
Esther Clark, Sowerby, Triangle S.
Esther Bradley, Sowerby Bridge, Girls' S.
John Crosland, Elland, Boys' S.
Mary Hannah Mortimer, Elland, Girls' S.
Mary Anna Townsend, Elland, Girls' S.
Henry Whiteley, Coley S.
William Senior, Earl's Heaton S.
Alfred James Whitworth, Thornhill Lees S.
John Henry Pearson, Golcar S.

There are in my district 60 teachers recognized by the Committee of Council as properly qualified assistants, and 289 pupil-teachers were present at my examinations. Of the latter class the majority are civil and obliging, and some, especially girls, like their profession; but the greater part are, I fear, indifferently educated and careless. It is to be hoped that the time will come when all managers will give extra remuneration to their masters and mistresses to induce them to devote more care and attention to the instruction of these important members of the educational body. From constant experience I find that failure is most common in grammar and composition. There is too among pupil-teachers a love of diffuseness in answering questions which is usually characteristic of either a shallow mind or imperfectly trained faculties. Mind seems to have melted into mere memory, and where repetition by rote has no place there is too often a perfect blank. I have given of late to pupil-teachers in their fifth year such a question as "Compare "briefly the characters of St. Peter, St. Paul, and St. "John," and it is generally answered by writing down the details of the life of each, without any attempt at comparison,

The jumbling together of facts taken from different parts of the Bible is not confined unfortunately to them; but still there is a certain ingenuity in the "Life of David" (as written by an otherwise shrewd and clever boy), of which I subjoin an exact copy, that it may afford an example of everything that should be avoided. "David was the son of "Saul, and when he was yet quite young he could play "upon the harp, when his father was in trouble he used to "send for his son. But above when Beltshazzar were "having a large feast they were an hand upon the wall, and "Beltzshazzar were afraid but he called for all his physicians "together so has he would get to know what the handwriting "was? But they could not tell him, so then he said he "would give any man a new suit of clothes that could tell "him. So then he sent for David and David told him."

Now this is not a solitary example, there are many more amusing, but the above is sufficient to illustrate my meaning. This unsatisfactory state of things is partly because pupil-teachers come for the most part from a lower class than they formerly did, but more especially because they do not receive such an amount of instruction as is necessary for them. Five hours a week private teaching, two of which are perhaps in the night school, are not enough to enable them to get any grasp of the various subjects which they take up for examination. Candidates are usually very ill prepared, being often in my district boys or girls who have left school a year or two previously. Thence a difficulty. If we make the admission examination stricter we shall inevitably lose a large per-centage of the would-be pupil-teachers; if more lenient, we lower so far the standard of education, and make the succeeding work more difficult. Of the two alternatives I prefer the former. At any cost the pupil-teachers must be fairly good, and the standard of admission is now very low, it cannot in fact be lowered, as it is already only equivalent to what is expected from a child in the first class of a school. But instead of paying the 75*l.* according to the arrangement of the old Code, let managers give, say, 5*l.* the first year, and 5*l.* in advance for every succeeding year. This will, I think, prove a greater attraction, and ought, together with the liberality of your Lordships' terms under the new Minute, one-half of which might be given to the successful pupil-teacher, do much to counterbalance the temptation of high wages in other employments.

As for the lessons which are given in the presence of an inspector, they are generally painful to listen to. I usually require the older pupil-teachers to question their classes in Scripture or geography, instead of hearing a monotonous

lesson on coal or some such object, carefully prepared beforehand and probably already delivered five or six times. I shall content myself probably for the future with seeing how the younger pupil-teachers manage their class in an ordinary lesson without subjecting them to the ordeal of a formal one.*

I must here repeat what I said in my last report, that the female pupil-teachers are, as a rule, far superior to the boys, have far greater tact and patience in the management of a class, are more quiet and orderly, and present altogether a better example to their scholars. Of course I am only speaking of those in my own district.

Needlework. The needlework, as might be expected in a manufacturing district, is not yet up to the mark. The difficulty of getting money advanced to supply materials, and the proud spirit which makes children ashamed of bringing their old clothes to mend, added to the want of regular lady superintendents, are great hindrances. I have had some trouble in enforcing the teaching of cutting out to the elder children, but there are in this respect great signs of improvement. It is moreover by no means easy to spare time enough for giving half-time girls their proper amount of sewing. In my opinion there are great doubts as to the advisability of devoting the whole of every afternoon to this branch of instruction in any school. It seems to me that a full hour and a half is amply sufficient at a time, and that all the time beyond this is wasted. Little girls cannot sit down longer than one hour and a half to any species of learning, they get tired and then spoil a fair piece of needlework by making bad stitches. My opinion on this point is fortified by that of several ladies and schoolmistresses, and if it be correct, an hour of the afternoon, or at least three-quarters of an hour, can be advantageously taken from the period usually devoted to sewing, and given (say) to arithmetic.

Knitting is the fashion in Yorkshire and girls like it best, because (I suppose) it does not require such constant attention as sewing, and therefore they can talk. It is, however, exceedingly useful, as all mill-people wear knitted stockings, but then the other articles of dress should not be neglected in favour of stockings, and so a protest must be entered against its having more than its fair allowance of time.

Elementary subjects. I am sorry to say that the number of passes in the three R's has diminished since my last report by nearly 2½ per cent. in reading, 3 per cent. in writing, and 3½ in arith-

* Since writing the above I have received a copy of the Revised Code for 1869, in which fixed lessons are given for the pupil-teachers.

metic. From the following table it will also be seen that the passes in my district are still considerably behind the average for the rest of England:—

	Passes in		
	Reading.	Writing.	Arithmetic.
England generally	89·5	86·6	74·7
My district - -	87	83·4	69

What can be said in mitigation? Some people have tried to persuade me that half-timers learn as much as whole-timers, in other words, that a child learns as much in three hours as in 5½ or 6 hours. This is a very pleasant theory, but I believe directly contrary to fact, and therefore I may plead the number of half-timers in my district as some excuse for the somewhat humiliating figures above.

The writing is generally good, but a large number of failures are caused by bad spelling. In arithmetic many boys sink below the passing-mark because they work too quickly; they dash at the sums, and refuse to look them over, and hence very often some slight errors which vitiate all their work. This is one of the great trials of school-masters; many a 2*s.* 8*d.* fades from their gaze because the children are so excited and impulsive; opposed as I am to the bribery system, I should be inclined to think leniently of a *present* of one penny to every child who passes in arithmetic. The notation has much improved, except perhaps in Standard II., in which the arithmetic is comparatively very difficult; and among those who have left school for some time, for it is a painful reflection how rapidly the faculty for notation passes away. I can suggest no remedy further than holding monthly examinations in the school, of which the results should be carefully noted down and acted upon. In the higher Standards a false economy is often practised by denying the children the use of paper, except on one or two occasions shortly before inspection. I have in my district invariably refused the use of slates for Standards IV.–VI. to work their sums upon, and have at last done away with the pernicious institution of scrap paper, which exposes the children to the double danger of copying their sums on the examination paper wrongly, or having no time to transfer them at all.

I wish it to be clearly understood that my practice is to dictate some lines of poetry to Standard V. from the reading

book generally in use in that part of the school. That it is advisable for the children to get some well-selected book of poetry no one can doubt; the selection of poetry in the ordinary reading-books is worse than bad, for it gives an entirely false idea of poetry, and might well make children hate and ridicule it for ever afterwards.

In the matter of reading I heartily subscribe to the opinion of so many of my colleagues, that it is generally passable, very seldom good or intelligent. In my judgment there are no thoroughly good reading books at present in use in our schools. The mythological stories are, I believe, now being eliminated; and so, I hope, will be the religious lessons, for it seems to me a great mistake to make an abstract of the Bible a vehicle for teaching reading. Speaking from a short experience, I expect to find the reading in the south somewhat superior to that in the north. Probably the dialect is more like English, though that would be presumptuous to declare as a matter of certainty after one has made acquaintance with the Dorsetshire and Wiltshire tongue.

Copying. Before I leave this short discussion on the elementary subjects, I must say a few words on the practice of copying. My rule (and I imagine the only kind rule) is to expose the children to as few temptations as possible by separating widely those who are doing the same work; yet there are still many instances in which there is a breach of good faith, destroying the integrity of the examination, and (I grieve to say it) occasionally connived at by those who should know better. The proper punishment seems to be to strike out the offender's name altogether from the examination schedule, and to recommend a deduction of some portion (at least) of the grant if the offences are numerous. All good and honourable teachers would welcome the infliction of such severity, and would naturally seize the opportunity of such an occurrence to point out to the children the disgrace that has been inflicted on the school, as well as to take means of a more stringent character to prevent such a disgrace occurring for the future.

Night schools. My experience of night schools is large. Happily they flourish well in our manufacturing districts; either my assistant or I have looked over the papers of 2,359 scholars during the past year. This is very encouraging, and the number seems likely to increase. I alluded, in a special report of last year on one of the schools in my district, to the bad habit of calling in other school masters and mistresses to assist at the examination by the managers; and to guard against this I would suggest that all those taking any part whatsoever in

the examination should be required to sign their names and state their *occupations*. I cannot often conduct the examination in person, but I did so at Messrs. Akroyd's Working Men's College and Young Women's Institute, and have again to record my impression of their efficiency, and the zeal and liberality with which they are managed by their well-known and generous benefactor. The time will, I hope, come when night schools taught by clergymen and ministers of all denominations will be allowed to share in the annual grant, as I know the great care and efficiency bestowed upon such schools; and there is some guarantee that the moral training of the scholars is not neglected. Persons unacquainted with night schools would be astonished to see how, in many cases, they have been the means of softening the manners of rough collier lads and mill hands, and how orderly and well-behaved, almost timid and shy, the pupils are on the evening of inspection.

Singing.

I wish to say one word in favour of singing, which is almost universally allowed to be a very material aid to education. One cannot expect to find the musical ear and voice of Yorkshire boys and girls prevalent throughout England. But in all schools something might be done, and with advantage, provided that in the teaching of singing there is variety; not all hymns or popular songs, or glees, but a judicious admixture, and the lesson should be given regularly, *e.g.*, during the last dark hour of a winter's and the first hour of a summer's afternoon, hours when the time hangs most heavily, and the children most require something to interest them.

Books and apparatus.

On this subject I will not dwell at length. It is of course mainly a question of expense. But I much dislike seeing maps rolled up lest they should get dirty, and new books reserved for the day of inspection. The object of hanging maps in a school-room is of course that the eyes of the children may by constant view become accustomed to the shape, &c. of the principal countries, and this object is defeated if the maps are unrolled only when a geography lesson is given. Again, I am not always pleased at seeing very new and clean books on inspection day, as it too often is a proof that the children have used dirty torn books throughout the year, and that the new books are part of the "full dress" put on for that occasion only. The supply of books (as far as quantity is concerned) is for the most part sufficient; as for quality, I will not repeat the oft-told tale, but content myself with wishing that there was some set of books which could be thoroughly recommended as altogether suitable for our primary schools. I have else-

where mentioned that hanging globes should be got for schools, not the usual globe fixed in a wooden frame, but one hanging from (say) the gas pendant or ceiling, round which the class might be gathered. I would suggest that the surface of the said globe be made up of the different countries, seas, &c., each in a separate piece, and all fitted together, as, *e.g.*, the counties are in a little child's map of England or in a geographical puzzle. Then when a lesson was being given on any particular country, the teacher (after pointing out its place on the globe and position with reference to other countries) might take it off, and thus show its shape, demonstrating to the children that it was not flat, as it appears on an ordinary map, and making such other observations as might be useful.

Miscellaneous recommendations.

(1.) That no grant be given for children in an infant school who are examined above Standard I.

(2.) That dictation of poetry to Standard V. be compulsory.

(3.) That instead of the present writing in Standard II., one line of monosyllabic words be dictated to the children.

(4.) That simple proportion be added to the arithmetic of Standard VI.

Opinion on assistant.

I have derived great assistance from the assiduous and intelligent labours of Mr. Firth, and I part from him with very great regret after a close and constant intercourse of more than three years and a half.

The religious question.

It will be no exaggeration, I think, to say that nearly one-half of those who attend the Church schools in this district are the children of dissenting parents, and yet I remember no case of any serious difficulty arising from the Religious question. At first one or two schoolmasters pleaded the number of dissenters as an excuse for neglecting the Religious instruction, but when I pointed out to them that even if there were only one Church of England child in the school they were bound to give it instruction in the Catechism, the difficulty vanished. There is so great a competition of schools in the West Riding that teachers are obliged to consult the wishes of the parents; but there is considerable credit due to all parties for their liberality of thought and action. I cannot call to mind a single instance of a child being withdrawn to my knowledge from the regular Religious instruction, and a majority of any cases that might arise would probably be due to some want of tact or management on the part of the teacher. As long as parents are allowed to choose their own Sunday school and place of worship for the child, they have no objection (as a rule) to its being taught with other children in the day school. There was one notable instance in a

parish, where dissent preponderated, of the children being taught, in consequence of a suggestion I made, and without any objection on the part of the parents, the order for Morning and Evening prayer, so that they became very familiar with our Liturgy, and acquired a general knowledge of the services of the Prayer-book. I myself always adopt the principle of the Conscience Clause in my examination, by not calling specifically on children whose parents do not attend church to answer questions in the Catechism if they appear disinclined to do so; but the necessity of this rarely, if ever, occurs. Many parents have such confidence in their power of bringing up their children in their own creed, and so firm a belief that after all the dogmatic teaching given to a child up to 10 or 11 years of age (the average time for leaving school) does not strongly influence in any particular direction its religious belief, that they do not hesitate to send them to a good school, of whatever denomination it be; of course this is not always the case, for influence is often brought to bear by their own ministers to induce them to support some particular school, especially if it be of their own denomination, and not very flourishing. My experience of the West Riding leads me to believe that to any appreciable extent the so-called Religious difficulty does not exist in education; and this conclusion says much for the excellent sense which is so characteristic of Yorkshiremen.

Farewell to district.

In bidding farewell to this district after a sojourn in it of nearly four years and a half, I cannot but gratefully bear testimony to the great kindness and cordiality which I have experienced from all classes. The work has up to this time been very heavy, and I could not have done as much as I have without the earnest co-operation of both managers and teachers. The clergy here, as everywhere, have devoted a great deal of time and attention to the good cause, and have contributed out of their means considerably more in proportion than the bulk of landowners and manufacturers. Yet of this latter class there are many brilliant exceptions. Halifax and Bradford especially bear witness to the noble exertions of men whom I will not here name, and whom there is no necessity to name, for every one acquainted with those towns will recognize at once to whom I allude.

Conclusion.

Though I am bound to admit that the actual results of education in my district are not what I should wish, yet in the first place there are signs of improvement; and secondly, there is the desire for education, and where that is all difficulties will eventually be overcome. Whatever be our future system of education, whether compulsory or not, whether administered as at present or based on local rating,

I have every confidence that it will be successfully worked in the north, for the general intelligence of the people, and their perseverance in everything which they undertake, will enable them to recognize what is good and to carry it out to a satisfactory issue. No true friend of education will fail to attribute a great deal of what has already been done to the beneficial effects of the Factory Acts, the extension of which (modified according to local circumstances) throughout England will do much, I feel sure, to diminish the prevailing ignorance, and enable us to hold in education that high place among nations which we hold in other things that are scarcely more practically useful, and certainly not more important.

I have the honour to be, &c.
CHARLES F. ROUTLEDGE.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

Education Department, Privy Council Office,
REV. SIR, London, November 1868.

As it is left to the discretion of Her Majesty's inspectors to say what they require from children presented for examination in any subject under the Minute of February 20, 1867, I consider it advisable to give you notice beforehand, that the *minimum* which will satisfy me in each subject is as follows:—

Geography.—An accurate knowledge of the geography of England.
History.—A general sketch of English history from (*a*) the Roman invasion to death of Henry III.; *or* (*b*) death of Henry III. to death of Elizabeth; *or* (*c*) death of Elizabeth to the reign of Victoria; *or* (*d*) a more minute acquaintance with the history of the present century.
Grammar.—Noun, pronoun, adjective, verb, adverb, conjunction, preposition, and to parse fully a simple sentence.
Arithmetic.—Proportion, vulgar and decimal fractions.
Composition.—To write a letter on some simple subject, to be chosen by the inspector on the occasion of his visit.

Personally, I should recommend geography, arithmetic, or composition. It is necessary to study minutely the conditions (contained in the Revised Code), under which alone the grant is given.

I should be much obliged if you would be careful to inform me, when acknowledging the receipt of the notice of inspection, of the subject chosen, and the number of children to be examined.

As a general rule the questions in the first four subjects named above will be written on the black-board, and the children will be required to answer them on their slates.

I have the honour to be, &c.
CHARLES F. ROUTLEDGE,
Her Majesty's Inspector.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. H. R. SANDFORD, M.A., *on the* CHURCH OF ENGLAND SCHOOLS, *inspected by him in the Counties of* WORCESTER *and* STAFFORD.

MY LORDS,

I HAVE the honour to lay before your Lordships my report on the schools connected with the Established Church in South Staffordshire and North Worcestershire.

Character of the district.

The district is in the main a populous one, throughout the greater portion of it the inhabitants are engaged in mining and the manufacture of hardware. There is no district I believe which, from the nature of its various industries, many of them causing a great demand for juvenile labour, and from the shifting character of its population presents greater difficulties to the educationist, or which shows more clearly that considerable changes will have to be introduced, if education is to do the work which it ought to do, for our greatest and most important populations.

Increase in the number of schools and of scholars inspected since 1866.

Since I last reported to your Lordships two years ago, the increase in the number of schools and of scholars has not been large; considering that public measures for the improvement of education, which ought to affect its condition in this district considerably, have been introduced recently, this increase is certainly less than might have been anticipated. I find that the number of schools visited in reference to annual grants this last year has been 124 with 331 departments, viz., 72 boys' schools, 60 girls schools, 57 infant schools, 60 mixed schools, and 82 night schools, which is an increase of two schools (26* departments) since I made my last report. The number of scholars in average attendance in these schools has been 25,411, viz., 13,214 boys, 9,775 girls, 1,896 male and 526 female night scholars. Of non-annual grant schools, schools visited for the sake of examination only, the number is 15 (19 departments), containing 1,120 scholars. In all, the average number of scholars in schools inspected has been, as nearly as I can ascertain, 26,531; 19,647 belonging to Staffordshire, 6,884 to Worcestershire, as compared with 24,267, the average number for 1866. Hence there has been in all an increase of 2,270 scholars in the two years. Within this period four new schools have been established, two of which have been

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* Many of these departments are night schools.

inspected, viz., Bradley St. Martins national schools, Caldmal school at Walsall, St. Anne's national school, West Bromwich, and St. George's, branch school, Wolverhampton. No fresh school has been placed under a certificated teacher or claimed the benefit of annual grants: it is to be remembered, however, that there are only four or five schools, viz., Sedgeley National with its two branch schools, and Lower Gornal with its branch school, that in the mining and manufacturing parts of the district are not under certificated teachers. The number of certificated masters and mistresses in this district is only four more than it was in 1866, viz., 255: the number of assistant teachers has risen from 25 to 32, that of pupil-teachers from 231 to 294.

Increase in the number of teachers.

Proportion of children in inspected schools to the population no greater than it was.

The proportion to the population of children attending church schools under inspection in South Staffordshire (which in 1866 was 3·7 per cent.) is now* 3·9 per cent. If the number attending non-church schools (4,937 average attendance) be added, this proportion will be nearly 4·8 per cent., which shows a very unsatisfactory state of things, if compared with the proportion attending inspected schools in parts of Germany, which is 15 or 16 per cent. In north Worcestershire this proportion including both church and non-church schools is only 3·8 per cent. While then, in the whole district, there is no increase of scholars, relatively to the population, the educational state of several parishes continues as low as it was two years ago. Among these the original parish of Sedgeley with its several subdivisions, Sedgeley proper, Coseley and Gornal, holds an unfortunate pre-eminence. At Sedgeley proper, with a population of 11,000, there are only 130 children in the central national school (only 26 in the girls school), perhaps 200 more young children in two dame schools in outlying parts of the parish.

Educational state of certain parishes very low.

Gornal, upper and lower, with its population of 10,000 or more has only 300 or 320 scholars. In Coseley, part of the same parish, one school, not connected with the parish church, belonging to the Messrs. Bagnall has been closed. Princes End school in the same district (Coseley) remains closed. Brierley Hill, where considerable efforts for the improvement of education have been made by the new incumbent, has only 230 scholars, not above one or two boys over 12 years of age in the boys school from a population of 12,000, (there is a Wesleyan school with an average of 194): the schoolroom there, though in the neighbourhood of one of

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* *i.e.* 1,815,800 (average attendance × 100) ÷ 456,613 (the population, as nearly as it can be ascertained, in 1868).

the richest mining properties in the country, is about the worst in the district.

Again in Willenhall, which has a population of 21,000, there is not a single national girls school under a certificated mistress, nor is there I believe a certificated mistress employed in the town.

The standard of attainment in the elementary subjects, I should say, is on the whole well kept up: it is rather higher than it was two years ago, as will appear from the following table: The standard of attainment as compared with what it was two years ago.

		Per-centage that passed in		
		Reading.	Writing.	Arithmetic.
1866 - -		87	87	68
1868 - -	Boys -	90	90	74
	Girls -	91	89	67
	Total -	90·5	89·5	70·5

This per-centage is only taken upon the number examined in boys' and girls' schools (13,499); if it be taken upon the number examined in boys, girls, and infants schools (14,663), the per-centage passed in writing and arithmetic will be somewhat higher, viz., 91 and 72. The per-centage presented in the three upper standards for the past year has been 24 per cent.

In religious knowledge there has been some improvement; many teachers try to give a practical turn to the lessons in the lower classes of many schools. The range of subjects is not so much confined as it was to certain well-known stories from the book of Genesis. The little children, especially in girls schools, often answer very intelligently on scriptural subjects; they would in many cases do still better if the head teacher exchanged classes more frequently with the junior teachers. The upper classes too would gain by this arrangement, as children are apt to become mechanical when questioned always by the same teacher. The work of the head teacher is needed in the lower classes to draw from children the practical lesson to be learnt from facts, to point out the moral character of actions in the scripture stories,—points which the junior teacher is too often apt to overlook. In the religious teaching of the upper classes, lessons on the parables showing in detail the analogy between the different points of the story and the spiritual facts signified, such as are given at the Gold's Hill boys' school;—or lessons on scripture characters Scriptural teaching.

showing how different actions illustrate various points of character, such as are given at Trinity girls' school, Smethwick; or the grouping together of examples to illustrate truths or precepts of scripture, (such for example as are given in the book of Proverbs,) are all calculated to draw out thought, and form a kind of teaching which might be given with advantage more frequently than it is. In lessons of this kind some teachers are apt to lecture too much instead of leading their scholars themselves to draw inferences.

Extra subjects. Geography. Grammar.

Extra subjects are taught in most of the boys' schools. Generally the extra subject has been geography; only in a few cases has there been a complete failure. The geography taught has been, besides the elementary definitions, chiefly that which relates to the seats of manufactures, and different coal-fields of the country; physical geography also is taught. Not so many scholars as might be wished are able to describe the course of a river, or draw an outline map to show the physical features of a country. The most intelligent schools, as a rule, choose grammar as the extra subject; as at St. Peter's, Wolverhampton, where the subject is very well taught. I am inclined to think that this is the best extra subject to choose, as it may more easily be taught than other subjects so as to encourage reflection. It has been frequently pointed out to the teachers of this district, that simple lessons on some of the elementary facts of science might be given with advantage,—*e. g.* there might be lessons on the causes of natural phenomena in rural districts; on the laws of health in crowded manufacturing districts, where through people living in ignorance of, or in violation of these laws, the physical state of the people is so rapidly deteriorating.

How far the elements of physical science may be taught.

A very interesting paper was read a short time ago to the school masters' association at Dudley, by Mr. Lyttelton, showing the results of some teaching of this kind at Lord Lyttelton's school at Hagley. Certainly the effect at that school has not been to retard its progress in the elementary work.

A good deal has been said lately about introducing the systematic teaching of science, and of subjects of what is called technical instruction into the upper classes of National schools; my strong conviction is that as these schools are at present constituted, such teaching cannot, without injury to more important work, form part of their usual course. The only cases in which any teaching of this sort, or indeed advanced teaching of any kind in day schools, is attempted in this district is at the Messrs. Chances' school where there is a class for chemistry. At Holly Hall, Mr.

Cochrane's school, as well as at Messrs. Chances', Spon-lane, mechanical drawing, which of course has a direct bearing on the more skilled work of the district, is taught. The models of machines there are very well executed, and the boys who drew them (at Holly Hall) showed that they understood to some extent the uses as well as the construction of different parts of the machines. At St. Peter's National school, Wolverhampton, at Messrs. Chances' schools, Spon-lane, and at Messrs. Bagnalls' schools, West Bromwich, some instruction in French or Latin is given to the most advanced scholars. But, with these few exceptions, nothing in the way of technical instruction even in book-keeping or mensuration, or instruction in foreign languages is attempted, as far as I know, in any of the day schools that I visit. The average age of the children in the first class being from 9 to 13, I maintain that their minds are not ripe for such instruction, and I confess I think the admission of boys as young as 12 to evening science classes, is a point that requires consideration. In the school for special instruction at Mulhouse in France (Ecole professionelle) the youths are not taught chemistry till 13, mechanics till 14 or 15 years of age. Again where a variety of subjects is taught to the first class there is a tendency to raise the school fees so as to place the instruction in the first class above the reach of the majority of the manual labour class. This evil is avoided when, as is done at the Messrs. Chances' school, the French lesson is not part of the ordinary work of the school, but is carried on in a separate room, an extra fee being charged for this lesson alone. It is an extension of this plan which I believe would enable the friends of education to meet the demand for scientific instruction and also increase the means at the disposal of the country for secondary instruction of all kinds.

More advanced teaching in scientific subjects very rarely given.

If advanced teaching is to be given, a change in the constitution of schools will be necessary.

The plan I alluded to is simply that of establishing higher departments in connexion with our existing primary schools to which only children who have reached a certain standard should be admitted, in which higher subjects should be taught, the school fees being raised to meet the superior nature of the instruction given. The plan is not a new one. The want of some such system of secondary schools was noticed by Mr. Kennedy in his report for the year 1855, p. 359; his words are,—

"Our voluntary system, by connecting the whole course of elementary instruction with an ecclesiastical district, prevents our having three or four series of graduated schools, and chains the schools down to a uniform dead level. There is not sufficient scope, there is not a

sufficiently high style of school, for boys ranging from 10 to 14 years of age. We want at least three grades of schools, an infant or first school, a second school, and a third school."

Departments for secondary instruction needed.

And exactly the same way of establishing this graduated system that I have pointed out was suggested by Mr. Norris in the year 1857. Mr. Norris in his report for that year, (p. 435) alludes to the words of an official letter from your Lordships' secretary which contains the following passage:—

"The Lord President thinks that a system of secondary schools might with great advantage be added to the present system of primary schools, in all those localities where schools of the latter kind are sufficiently large or sufficiently numerous to afford a supply of children who have mastered the common elements of instruction, and are prepared to proceed with more specific studies."

And proceeds to show that though under the terms of the Parliamentary vote, your Lordships could only recognize such schools as places of higher instruction for the most promising pupils of the elementary school; that yet it is plain that they would be largely resorted to by the children of the middle classes also, and would satisfy a need which is coming to be more and more felt in that stratum of society.

Some of the steps to be taken towards the formation of such secondary schools are given by Mr. Norris in page 436 of that report. One suggestion is that by means of funds derived from charities or endowments bequeathed to a parish some of the best scholars in the lower schools might be admitted as free exhibitioners to the schools of higher instruction.

It may be objected that these more advanced scholars of the primary schools may be promoted to the grammar schools; certainly they may when any provision is made for this, as is the case to some slight extent at Handsworth, where boys are elected annually by competitive examination into the Bridge Trust middle class school. Still the number thus benefited is infinitely small compared with the numbers that stand in need of higher instruction. In a large proportion, too, of the towns or large manufacturing villages of this district there are no grammar schools.

It is to be remembered, too, that in countries where the educational * system is complete, as in Germany, there are two sets of schools besides those that answer to our primary schools, viz., the real schools, or higher citizen schools, as well generally as the gymnasia or grammar schools. In America there are the intermediate schools, besides the primary and high schools.

* In Norway the *higher* rural schools are united schools for several parishes, each parish having its separate lower school.

Extension of the educational system needed so as to embrace the poorest classes.

But again, some extension of our system is greatly needed in reference to our poorest classes, as well as in reference to the most advanced and most intelligent of our artizan population. While our present system fails on the one hand to attract or retain those who require something more than the elements of education, it is still more lamentably defective in regard to the poorest classes of the community. I do not mean to say that children of this class may not be found in the primary schools, numbers of them may, at least in the lower classes of these schools, especially in the rural districts, where the parent of the farm labourer class too often puts to shame the highly-paid glass-blower or iron-worker in regard to the care he takes of his children's education. But though numbers of this class attend our schools, a large proportion are not to any appreciable extent influenced by them; thousands never attend them at all.

School life of the poorest class of children exceeding brief.

The following facts may be mentioned in proof of what is here asserted. In the free night school in Wolverhampton, which is attended by the poorer class of boys employed in hardware factories and workshops, out of 111 present, when I examined them on December 7th (1868), only 31, or 27 per cent., had been four years or more at any day school. Even in night schools where fees are exacted and where the generality of the scholars do not belong to so poor a class, the proportion of those who have been less than four years at a day school is exceedingly large, as may be seen from the following table:—

Name of Night School.	Number of Scholars.		Per-centage who had been less than Four Years in a Day School.		Per-centage of these last below the Second Standard.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Bromsgrove - - -	61	—	66	—	68	—
Corngreaves - - -	95	—	40	—	66	—
Cradley - - -	66	35	70	70	30	66
Ettingshall - - -	43	25	50	66	70	65
Lye - - - -	60	43	77	55	25	40
Quarry Bank - - -	28	—	45	—	—	—
Redditch - - -	60	37	48	60	75	—
West Bromwich, St. Peter's -	110	—	55	—	50	—
Willenhall, St. Ann's - -	24	—	70	—	—	—
Wolverhampton:—						
Chillington Company's -	32	—	65	—	50	—
St. Peter's - -	95	—	55	—	—	—
Ragged - - -	110	60	72	85	90	100
St. Matthew's - -	17	19	50	5	—	—
Total - -	801	219	58	56	58	67

It is true that many of these young people may have had very imperfect or confused ideas as to how long they had been to any day school; but the proportion that could not pass even in the second standard, *i.e.*, could not read an easy narrative or work a sum in subtraction, is a proof that they can hardly have been much longer at school than they imagined.

The statement that a large number of children of the poorer class of operatives do not attend school at all is illustrated by the following fact. The owner of some large works at Woodside or Holly Hall, near Dudley, who supports one of the most flourishing schools in my district, Mr. Charles Cochrane, ascertained by the help of his schoolmaster, an experienced teacher, and one who knows the neighbourhood thoroughly, that out of 399 children visited at their homes, 43 per cent. were neither at work nor at school. These children did not belong to the criminal or vagrant class; they were the children of colliers and nailers, or of widows.

Again, in houses in two poor but not bad parts * of Wolverhampton, it was found that 33 out of 65 were neither at work nor at school. These statements with regard to one or two districts may not be considered of great importance, but when they are set alongside of similar facts given on good authority with respect to the poorer population of great cities like Birmingham, Liverpool, and Manchester, the inference to be drawn from them I think is irresistible, viz., that a large proportion of our population are not in any way reached by our present system of education. Now one reason of this state of things is, I believe, because the schools in this manufacturing district are, if I may use the term, too respectable; the fees paid, at least in the upper classes, too high to allow of the poorest class of children receiving anything like a thorough education at such schools.

Reasons why the children of the poorer and more improvident classes attend school so little.

I. School fees in the upper classes too high.

Thus when the inquiry above alluded to was made at Woodside the reason given for the non-attendance of many children was their inability to pay the school fees. I wish to draw attention to the fact that it is the upper part of our schools which draw so small a number from the poorer classes of children; the lower classes and infant school classes are in some schools largely attended by the poorest children. Now one reason of this (not the chief reason) is the system adopted almost universally in this district, and to a certain extent in all the populous town districts that I am acquainted with, whether in Staffordshire, Yorkshire, or Worcestershire, of graduating the school fees according to the class in which

* In one street I made the inquiry myself.

the child is, fixing the school fee so high for the upper class that the poorest children cannot afford to pay it. When it is borne in mind that unless a child reaches the upper part of the school he will not even learn to work sums in compound addition and multiplication, or to read such a book as Messrs. Chambers' fourth standard reading book correctly, it will be understood how imperfect an education a child must receive who does not attain to it. The system adopted in most rural schools and in one or two of the best regulated in the manufacturing part of my district, *e.g.*, at Bromsgrove, where it answers admirably, of graduating the fees according to the circumstances of the parents is not as a rule acted upon in the town schools. Doubtless, in exceptional cases, regard is had to the circumstances of the parents; but the tendency of a system of school fees which is graduated according to the class a child may occupy in the school rather than to the circumstances of the parents, must be to keep the poorer class of children out of the upper part of the schools. The question then arises whether this evil might not be avoided and education brought home to the poorest children either by adopting universally the plan of charging just simply according to the means of the parents, or by making a sub-division of some of the largest of our existing schools, establishing a lower department in which a gratuitous or very cheap education might be given to the poorer children, where they could learn all that is essential for 1*d.* or 2*d.* per week; and having a higher department, such as I have above suggested, in which higher fees might be charged and into which no one below the third Standard would be admitted. By this plan the extension of our school system in the other direction above pointed out, so as to enable it to embrace more extensively than it now does the more advanced children of the well-to-do mechanics and small tradesmen, would be secured.

Whether upper and lower departments, or upper and lower schools, should not be established.

There are of course other ways in which the double object I have pointed out might be accomplished. Separate schools rather than departments of existing schools might be established, either as schools of secondary instruction to receive the more advanced of those who now attend the primary schools, in which case the present schools ought to be schools with a low fee for the poorest class of children; or, on the other hand, free or poor schools below the national or British schools might be founded, in which case the present schools might be schools more or less of secondary instruction. There are many of our endowed schools, not grammar schools (as at Dudley), which, as at present constituted, clash with the work of our parochial or British schools, which might be made with advantage to serve in one capacity or the other,

Some of the endowed schools might form secondary schools as at Dudley.

either as poor free schools, or to some extent as secondary schools in which technical instruction might be given (as the Science Committee of last session recommended), according as the circumstances of each district require.

The proposal that has been made to establish alongside of the existing primary schools and doing the same work, secular schools differing only from the existing schools in having no particular religion taught in them, is, I think, much to be deprecated; it would be simply making confusion worse confounded. What we want is the development of a system of graded schools, not the institution of a new order of schools on some new religious or non-religious basis, occupying the same ground with the schools that at present exist. The only result would be, that the two sets of schools would interfere with each other, and hinder each other from doing their work satisfactorily. There are indeed a few localities in this district (as there are doubtless in other parts of the country) in which additional schools of the same class as those which now exist are required; but the great want is not more school-room; this may be inferred from the fact that whereas there is room in the State aided schools of this district for 38,160 children at the rate of eight square feet for each child (for 30,528 at the rate of 10 square feet for each child); there are only 22,989 children in average attendance at these schools, so that taking them as a whole the existing schools are only about two-thirds full. In some few instances the schools are at a considerable distance from the inhabitants, and the establishment of branch infants' schools might here and there be carried out with advantage. If these schools were confined, as is very desirable they should be, to children under eight years of age, I do not see why uncertificated teachers or at least probationary teachers (ex-pupil-teachers) should not be recognized in charge of them. Still, as I have urged, additional schools with the same system of school fees as we have now is not the great want. It may be said that we have in the ragged schools institutions to meet the wants I have indicated; where these schools are made industrial as they are by Dean Goodwin, Dr. Guthrie, and others, I believe they work well. I cannot say my own experience of ragged schools in this part of the country has been very fortunate. In the South Staffordshire iron district, with its population of some 500,000, we have only, as far as I am aware of, two ragged schools carried on on the week days. The most important of them, that at Wolverhampton, when I examined it the other day had 68 juvenile scholars, four or five of them industrial scholars, inmates, and 56 infants; only 14 of the whole 124 were above the first or lowest

Additional school-rooms not the great want.

Existing school-room not occupied.

Ragged schools do not meet satisfactorily the want of the poorer class.

standard. I have visited also one at West Bromwich which was just as unsatisfactory in regard to attainments, and more unsatisfactory in this respect, that it contained a larger proportion of children who ought to be attending a better school. All praise is due to the zealous and benevolent people who work for and teach in these schools, but the education of the poorest class ought not surely to depend on the chance efforts of a few philanthropists here and there, but ought to be made part of our national system; nor until they are put on a better footing and have regularity of attendance secured by law, will the schools that provide for this class ever succeed, except in a few instances, in imparting self-respect, habits of order and obedience, or in raising the moral tone of the neglected children who attend them.

To meet the inability of the poorest classes to pay adequate school fees it would be necessary to have recourse to an educational rate. Poor schools, or poor departments of schools, must have support from municipal or other local funds. Even as things now are, with a large number of the poorest not attending the schools, many children are admitted to them without fees, and the school income suffers in consequence. In 45 schools in my district containing about 12,844 scholars, 700 are, owing to the poverty of the parents, paying no fees; 1,007 are paying about half fees; 1,307 have left because they cannot pay the fees.

Provision for educating the poorer class can only be met by adopting the plan of a school rate.

How could the managers afford to educate this class of scholars unless the deficiency caused by their impecuniosity be supplied from some public source? That this public source should be a fund collected by local rate, not the National Treasury, hardly any one, I think, can doubt who has seen how very inadequately in too many cases local wealth contributes to the support of education in its neighbourhood; in this district the Government grant amounts to 10,300*l.*; voluntary local contributions only to 7,800*l.*; the school-fees to 10,500*l.**

In some districts the possibility of collecting even the small amount that is contributed has to depend on whether the parochial clergyman is personally popular with the wealthier people of the neighbourhood; or on whether the latter fancy that educated or non-educated workpeople are most given to strikes.

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* In the United States the amount contributed towards the support of schools out of local taxation by the municipalities is about five-sixths of the whole expense. In this country municipal bodies not only contribute nothing as such towards schools, but now in some cases even propose to tax school buildings for municipal purposes.

Even in the case of schools attended rather by the better paid than by the poorest class of work-people it is found impossible to provide the schools in the majority of instances with a sufficient staff of assistants or pupil-teachers. If education for the poorest classes is to be provided, it will be still more absolutely necessary to establish a school rate, or at least to pay for the education of the poorest out of a rate. The fact that the schools of the better working class are inadequately supplied with funds may be seen when I state that out of the 72 boys' schools in my district, there are only 48 to which I can point as being adequately supplied with assistant teachers or with pupil-teachers of a proper age. If the claims of the night schools which exist or ought to exist in connexion with many of these day schools, be taken into account, the number of cases in which the staff of assistant teachers is inadequate would be still greater.

But now while I urge that it is impossible without an educational rate adequately to maintain our existing national schools; and still more impossible if the system is to embrace the poorest class; I do not advocate a school-rate with a view to provide a gratuitous education for the working classes. It is greatly because I feel that the working classes, at least the well-to-do portion of them ought to pay much more adequately than they do towards the education of their children that I have favoured the principle of the local rate.

Arguments for a school rate.

The complaint I have heard again and again from clergymen and employers of labour is, that the operatives who are most highly paid are, in some cases, the worst in regard to paying the fees for their children's education or for sending them to school. What we want mainly in a school-rate is a compulsory payment of school-fees from the parents benefited, as in parts of Germany where a large portion of the school-rate is a sum paid in the way of school fees by each family, varying according to its circumstances.*

A late lamented colleague, the Rev. A. T. Bonner, argued in his last report that if school attendance were compulsory, and the parents had to pay fees according to their means, a school-tax on all property would not be needed.† I am inclined to agree with him; but in countries where it is adopted, besides this payment, the educational rate usually comprises a tax on the property of all citizens.

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* Report of Dr. Pattison to the Education Commission, vol. iv., p. 185.

† In three provinces in Holland, where attendance at school is not compulsory, the plan of making all parents pay school fees was adopted, and the attendance increased greatly.—Education Commission, vol. iv. p. 150.

Whether this should be a tax on real or on personal property, whether before any additional rates are imposed some re-adjustment of our whole system of taxation will not have to be made, so as to strike a more even balance between the claims of local and imperial necessities, is a question closely connected with the subject I have touched upon, but is not one which I can with propriety here discuss.

II. Second cause of imperfect education Claims of the labour market.

I said that the inability to pay sufficient school-fees was not the only or the chief reason why the classes who need school education most are not to any satisfactory extent influenced by it. As might be expected in a manufacturing district like this the claims of the labour market have been one great cause of the early removal of the children from school. Thus, out of 111 lads whom I examined at the Free Night School at Wolverhampton and found exceedingly ignorant, 96 were from factories and workshops, one-fifth of these being under 13 years of age. So of the girls' night scholars at the Lye, 50 per cent. of whom were in the lowest Standard, almost all had been taken to work young at the adjoining nailshops or brickworks.

Factory Acts Extension Act.

The operation of this cause has been somewhat modified by the action of the Factory Extension Act introduced last session. This Act, though it has only been the means of bringing to the schools that I visit 22 children as half-time scholars, has yet had the effect in some places, as the teachers inform me, of keeping boys at school, who, had it not been for the Act, would have been absorbed by the surrounding works.

Workshops' Regulation Act.

The Workshops' Regulation Act, though there are many thousands of children who ought to be affected by it, has only sent 24 or 25 half-timers to school in this district; and I do not see that the average age of the children in the neighbourhood of the workshops has increased at all. There can be little doubt, however, that according to the plan, or some modification of the plan, suggested by Mr. Baker, (the head Inspector of factories for this part of the kingdom), provision will be made for the due carrying out of the Act. A suggestion made by Mr. Baker that the ten hours' schooling required by the Act should be divided equally between the five school days of the week is most important. As the Act now stands the schooling might be given in such a way as to benefit the children very little.

Importance of military drill and physical exercise for factory scholars.

I believe 2½ hours schooling a day would be long enough to require under these Acts in summer as well as in winter. If some small portion even of this time, *e.g.*, 15 minutes in the day, could be given to physical exercise in the playground under the master's eye it would be a great benefit to

these work-boy scholars, whose pale faces and contracted chests in many cases show that it is fresh air and healthy exercise, as much as mental training that they require. Military drill —perhaps the best form of this exercise when large masses have to be dealt with—is well carried out at a few schools *e.g.*, St. John's, Wolverhampton, Holly Hall, Halesowen, and Corngreaves; its general adoption for the young of all classes is a matter of national importance, and it would be well if the practice of it could be recognized and encouraged either by the authorities of the county or by the Government.

Mines Inspection Act. Improvement in the educational clauses needed.

I have frequently called attention in this district, as Mr. Norris has done before me, to the effect of boys' labour in coal mines, and to the unsatisfactory state of education existing among the young people of that class. I have gone into the subject fully in evidence given to the Select Committee on Mines (Report for 1865, page 317), and will content myself with saying here that so long as boys of 12 years of age are allowed to work 12 hours a day in the atmosphere of a coal-pit it will be impossible that as a class they should retain the elements of education, even supposing they have ever been instructed as young children. If the Mines Inspection Act could secure the collier lads one hour's instruction a day up to 16 years of age, limiting their hours of labour to nine hours a day, it would be an immense boon to them.

III. Third cause of imperfect education. Neglect of parents.

But it must be allowed that neither the demands of the labour market any more than the inability of the parents to pay adequate school fees, are in a large number of cases the reason why the young receive an imperfect education. Doubtless the prospects of education are worst where the young are most absorbed in excessive labour, but there are numbers of children deprived of education through mere neglect of parents or the real or fancied claims of home duties. Thus of the 399 children with regard to whom the inquiry was made at Woodside, while only 16 per cent. were at work, 43½ per cent. were neither at school nor at work. Again, at the Lye, out of 32 girls employed as nurses while the mothers make work in nail or chain shops whom the clergyman examined, only four could read even words of one syllable.

Large proportion of children of a certain class who neither go to work nor to school.

The imperfect education received by girls as distinguished from boys in parts of the district where there is not much demand for their labour in factories, proves that it is the indifference of parents, or the employment of girls in household drudgery, or in mining districts in coal picking, that keeps many from school.

My strong conviction is that such household work ought not to interfere with the rights of the young to education. Children may be of equal use to their parents and indeed would help them more vigorously if they had to attend school 2½ hours every day, as they are in Germany, where they have to attend school three or four hours a day. Even in England, many mothers adopt the plan of sending their children half days to school, but they do it so irregularly that the schooling often is of very little use.

An Act to secure to all children two or three hours schooling a day essential.

What we want is an Act to secure to every child regular schooling for two or three hours a day, or at any rate to punish parents who are found habitually to neglect their children's education. Such neglect might have been less injurious in days of primitive simplicity, but with our teeming population amid great cities offering every kind of temptation to the young and inexperienced, for parents to allow their children to grow up in ignorance, unfortified by the principles which a sound education tends to impart, is really a great offence against society, and there ought to be no hesitation in punishing it accordingly.

The most intelligent of the working classes themselves have frequently of late at public meetings in this neighbourhood expressed themselves in favour of compulsory school attendance, with the provision for cheap, or in cases of necessity, free education, so that I believe the parents would make little difficulty about the matter.

There is no way in which municipal bodies could do greater service for education than by employing officers to see after the school attendance. School management duties are best carried out by local committees in each parish.

A great deal is effected towards remedying the evils of past neglect in regard to education and of keeping up the little knowledge that has been acquired, through the instrumentality of night schools.

Night schools.

The number of these institutions under inspection has increased since I last reported to your Lordships, from 59 to 82, the number of scholars in average attendance from 1,583 to 2,422; of these 2,422 scholars 526 are girls; 2,493 evening scholars have been presented for examination, all of whom (except about 130) I have been able to examine with the valuable help of the assistant, Mr. Lewis, who is both active and methodical in his work. The attention which the South Staffordshire Board for adult education has drawn to the value of these institutions, the distribution by the board of prizes and certificates to the best scholars from the evening classes have doubtless given some impetus to night-school work in this district, and several of the teachers, both

masters and mistresses, have laboured most devotedly in this field. Still a great deal more might be accomplished in this direction than is effected; and even in regard to what is effected there is the melancholy reflection that some of the teachers must be overworking themselves. For those indeed who enjoy good health and who get as much exercise as they can, I do not see that night-school teaching is injurious; certainly it need not be so in cases where there is a qualified assistant who can relieve them of part of their school work in the afternoon on the days on which they have night work. It is important to secure the services of the senior teacher for the teaching of the older lads who attend in the evenings. Most of them are his old day scholars, and in most cases no one has the same influence over them as the teacher who has trained them from childhood. This I am sorry to say is not the arrangement in so many cases as could be desired. There are only two schools in the district which have assistant masters qualified to take sole charge of either the afternoon or the evening school, so as to relieve the head master of part of his work. Assistant teachers under article 91, young men of 18 or 19, are, as your Lordships are aware, not so qualified. In several cases it is the practice to leave the young assistants to do the main work of carrying on the night school, while the head master's energies are devoted to the instruction of the more advanced youths in science classes, towards which such liberal grants are made by the Science and Art Department. To a certain extent this is natural and right. To one who has been engaged in the humble work of instructing young children in the elements it is a great relief to exchange for it the more pleasant labour of initiating the most intelligent in the interesting facts of science. Even the nomenclature of chemistry or physiology may be interesting after five hours' work in teaching the elements. The having to instruct science classes is a motive to self-improvement which, many teachers who find their ordinary school work very easy, are apt to neglect. Still, the practice needs a restraining hand to be kept over it. The main service which the country expects from those whom it has trained to be teachers is that they should help to civilize the masses; not so much that they should give advanced instruction to the few.

Assistant masters needed for night-school work.

Grants towards night schools small as compared with grants made towards science teaching.

And here I cannot forbear drawing attention to the fact that one part of the system administered by your Lordships is not so arranged as to sufficiently counteract the tendency I have spoken of. The grants made by the Science and Art Department towards the instruction of young people in science classes are so liberal as compared with the grants

made towards instructing the backward night scholars in mere elementary work that it is hardly to be wondered at that some of the most intelligent teachers will draw too much of their time from night-school work in order to devote it to science classes.

The grant for instructing youths in science classes varies, if they pass, from 1*l.* to 3*l.*; on the ordinary night scholar it can never exceed 7*s.* 6*d.* One case which has recently come before my notice strikingly proves that some modification of this arrangement is needed. The Messrs. Chance, of the well known glassworks at Spon Lane, made a rule, with the best intentions and with the most excellent results, that all their young employés under 18 should receive so many hours' instruction in the week, in a room connected with the large and flourishing schools which they support. As these lads work a great deal at night it was found necessary to have their schooling given them in the day time, very much according to the plan recommended by the Children's Employment Commission in their report on the state of young people in glassworks. Yet, as these boys could not attend school the full 2½ hours as half-timers in the day time, nor, on the other hand, could be recognized as night scholars, no grant could be made in their behalf; and one of the most valuable institutions in the district, numbering some 130 scholars between the ages of 12 and 20, could receive no encouragement from your Lordships. The decision was, I need hardly say, according to existing regulations; but it shows, I think, that some modification of the Minutes in this respect is required. I believe, too, that no public money could be better spent than that which might be spent with a view to increase the regularity of attendance, and consequently the efficiency of these institutions. A sum of 763*l.* is the total amount of the grants made by your Lordships towards night schools in this populous district. A slight increase in this amount, so administered as to secure a greater number of attendances in the year at the night schools, might be very desirable, though I would rather see it derived by means of a rate from local sources.

The attendance required under the Minute, 24 evenings in the year, is exceedingly small, and some stimulus to the teacher to try and secure a longer attendance is greatly needed. With increased funds at their disposal the managers would be better enabled to engage assistant masters. Then it might be a condition that when there is a night school held in connexion with the day school, and an average of as

many as 120 scholars, an assistant master should be employed if a grant from your Lordships is to be claimed.

A small amount of night-school attendance might be required under the Factory Act.

Evening schools in manufacturing districts also stand in need greatly of the help that might be derived from such a clause as the Children's Employment Commissioners have recommended should be inserted into the Factory Acts, viz., a provision requiring from young people under the Act who are less than 16 years of age attendance at night schools.

As things now are the attendance of these young workpeople is often so irregular as to be disheartening to the teachers. Only about 76 per cent. of those who were present on the evening of my visit to each night school were eligible for examination, as having attended 24 evenings in the year. Often a fourth, in one or two cases more than a third, of the number of those who were eligible were not present on the evening of my visit, so that the school lost the grant that might have been claimed for instructing them.

The employment of young people in factories after 6 p.m. is a very great hindrance to night-school work; leads to late hours and various other evils.

Aid of volunteers very useful in evening schools.

The services of volunteer teachers in night school work are not so frequently employed as might be wished; those at St. Peter's and St. Mark's schools, Wolverhampton, the Lye and Cradley, are almost the only schools in which they assist. These volunteers are in most cases clerks or working men.

One of the many evils resulting from the isolation of rich from the poor in this manufacturing district is that the more educated classes can personally take so little part in any efforts for the improvement of the young workpeople.

When I knew the district 14 years ago the junior members of one well-known firm used to teach regularly in the evening school connected with their works. I have, I regret to say, no such instance to record in my district now. The practice adopted by the family of one great Yorkshire landowner, Sir Tatton Sykes, of visiting periodically the seven or eight schools supported on or near the estate in the wold country, had a good effect I found when I inspected schools in that district; and it is to some slight extent carried out by the members of one or two firms, eminent for their liberality, in South Staffordshire.

Sewing classes in girls' schools rarely visited by ladies.

One department which suffers in the black country from want of the kindly interest that is taken by the ladies of the neighbourhood in more attractive districts is the girls' needlework. The schoolmistress, aided sometimes by the wife of the parochial clergyman, succeeds indeed to a wonderful

extent in making up for the deficiency, and in producing very creditable specimens of needlework for inspectors' visits; but there is a great want often of sewing material for the lower classes, and I doubt whether, with the many calls on her attention, the schoolmistress is able, as a rule, to give to the sewing of these classes that attention which it requires.

Girls' schools need encouragement in the black country.

Girls' schools in districts like this most especially deserve encouragement. The order, neatness, cleanliness for which the few that can make way against the difficulties which they here encounter (as, for example, that at Corngreaves, Gold's Hill, The Lye, Kidderminster St. George's), are remarkable, the bright intelligent faces of the children often form a striking contrast to the murkiness of the surrounding neighbourhood.

Infants' schools.

Infants' schools, though many of them do their work very well, I think receive more encouragement than they deserve, at least as regards the attendance of very young infants. These young infants, whom the mothers are only too glad to have taken care of, are admitted for too low a fee. I have received with satisfaction your Lordships' circulars, showing that educational grants are not meant for children hardly capable of learning anything. If for the future grants for children under four years of age were to be withdrawn, it would, I think, be a great advantage. An infants' school might be maintained at very little cost. For an infants' school, or an infants' department of 80 or 100 children, connected with a girls' or mixed school, I think an ex-pupil-teacher would suffice as mistress, or a teacher who has gained her certificate by a much simpler examination than is given to girls' schoolmistresses. I confess I think the machinery employed for teaching very young children in this country is far too expensive. It is not consoling to reflect that whereas in some countries (*e.g.*, Germany and parts of Switzerland, Norway, and Sweden) the attendance of children under 6 years in the public schools is not recognized, but all from 6 to 13 or 14 have their education secured to them by law, in this district there are 8,861 children under 6, only 2,258 over 12 years of age on the books of the national schools.

High percentage of very young children attending school in this district.

In conclusion I would add that, while I have drawn attention to some of the shortcomings of our present system, I am not blind to the progress that has been made, to the marvellous effect which the efforts of educators have had within the last 20 years on the intelligence and general conduct of a large portion of the people. All I would urge is, that our national education should by means of the graded system be made more comprehensive, and that the hands

of those on whom hitherto the main burden of maintaining the system has fallen should be strengthened, that by the establishment of some new organization, supplementing not superseding existing machinery, the interest in this great work of improvement should be more diffused; that above all, measures should be adopted to secure that the education which the nation supplies, effectually reach those who most need its humanizing and controlling influence.

I have the honour to be, &c.

H. R. SANDFORD.

To the Right Honourable
The Lords of the Committee of Council on Education.

General Report, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. G. Steele, *on the* Church of England Schools *inspected by him in* Lancashire.

My Lords,

I have the honour to lay before your Lordships my first report upon Church of England Schools in North and Central Lancashire, visited during the 16 months ending August 31, 1868. Period embraced by report.

I entered upon my charge early in April 1867, upon the death of Rev. A. V. Hadley, whose ability, zeal, and kindness, gave a marked stimulus to educational progress throughout the district, and claim from me an acknowledgment which I thankfully accord.

The remarks I shall make apply almost entirely to schools claiming annual grants. These have so multiplied as to preclude the inspector from visiting any considerable number of those under simple inspection. I may, however, record my opinion of the general inferiority of the schools under non-certificated teachers, so far as my experience has reached. Only annual grant cases regarded. Simple inspection cases.

As to schools receiving annual grants, I visited, in the 12 months ending August 31, 1868, 147, containing 220 departments under separate teachers, which are thus distributed: boys 44, girls 36, infants 42, mixed 98. General statistics.

The number of children present at the examination of these schools was:— Number present.

Boys	21,085
Girls	16,934
Total	38,019

The number in average attendance was:— Average attendance.

Boys	15,462
Girls	11,836
Total	27,298

These numbers are exclusive of evening schools, which I shall speak of below.

I am glad to be able to add that every appointment was kept on the day, and at the time fixed. I have been aided in the examination of these children by Mr. Bostock, my excellent assistant, whose able and unobtrusive performance of the duties entrusted to him, I beg leave to commend to your Lordships' notice.

The largest proportion of children are between 9 and 10 years of age. Up to this age there is a gradual increase, Age of children.

and after it a falling off; only 188 remaining in day schools over 14.

Expenditure. Upon the education of these children no less a sum than 34,651*l.* 12*s.* 2*d.* was expended during the year ending August 31, 1868. The sum was, in fact, somewhat larger, the returns from two schools not being sufficiently precise to be reckoned. Of this amount 13,681*l.* 19*s.* 10*d.* was derived from Government grants, and the remaining 20,969*l.* 12*s.* 4*d.* from local sources, *i.e.*, school pence, voluntary contributions, and endowments.

School pence. The school pence, that is, the sum provided by the children's parents, or deducted from the wages of half-timers, amount to 14,303*l.* 0*s.* 8*d.* The average yearly cost of each child's education is 1*l.* 2*s.* 8*d.* The annual expense per child of inspection and official superintendence is a little over 1*s.* 4*d.*, which increases the annual total to 1*l.* 4*s.* This gives an average weekly cost of about 6*d.*, for a year of 48 weeks, four weeks being deducted for holidays. In other words, a child in this district obtains for 2*d.*, the ordinary weekly fee, what costs 6*d.*

Proportion to the whole expense.

I wish that this statement could be laid before every parent. Even in Lancashire, with all the value for sound education which undoubtedly exists, there remains some amount of ignorance or misapprehension about the expense of providing it.

New schools. The following schools have been inspected for the first time since April 1867:—Middleforth (mixed), Ellel (mixed and infants), St. Thomas', Blackburn (infants), Burnley, Wood Top (infants), St. James', Accrington (infants), Worsthorne (mixed), St. Peter's, Bury (mixed), St. Paul's, Hudcar, Bury (mixed), Carnforth (mixed). These nine new schools represent an addition of 10 certificated teachers, and from 1,100 to 1,200 children already in average attendance.

Change in district. On the death my predecessor, a re-arrangement of the district was made, by which the Isle of Man was transferred to another inspector, and Bury and Heywood were assigned to me. This change prevents me from comparing the statistics of the present state of the district with those of 1866.

Results of examination. I have been continually impressed with the similarity of character and decree of efficiency, which runs through the schools of particular localities. A standard seems to establish itself in a neighbourhood, and few managers or teachers have opportunities of estimating schools beyond those immediately round them. I have divided out my district into localities or groups of schools, in order to exhibit the relative standard of elementary knowledge which prevails in each. These divisions present considerable *à priori* diversities. Preston,

Blackburn, Darwen, Burnley, Colne, Accrington, Bury, and Heywood, are large manufacturing towns, with schools attended mainly by half-timers. Lancaster, Chorley, and Clitheroe contain some factories, and are also the centres of agricultural districts. Rossendale, Church, and Oswaldwistle, have a scattered manufacturing population, employed to great a extent in printworks. The Fylde, or the country between the Ribble and the Lune, is almost purely agricultural, but contains also the sea-coast towns of Fleetwood, Blackpool, and Lytham. The following table only imperfectly represents the educational characteristics of the groups. Many important points cannot be brought out by figures; still, so far as they go, they indicate justly. Difference in localities. Comparison of localities.

—	Schools examined.	Children examined.	Passes in			Total Passes.
			Reading.	Writing.	Arithmetic.	
1. Lancaster - -	8	1,055	94·7	91·5	89·	91·7
2. Blackburn and Darwen	24	2,981	94·	90·6	86·5	90·4
3. The Fylde - -	20	1,203	96·1	88·9	82·7	89·2
4. Bacup and Rossendale	10	1,318	92·6	86·6	86·2	88·4
5. Burnley and Colne -	13	1,638	90·5	89·9	80·5	87·
6. Chorley - -	6	430	93·9	90·	76·5	86·8
7. Radcliffe - -	7	773	94·8	83·1	80·9	86·5
8. Heywood - -	8	836	91·5	86·2	79·2	85·6
9. Church and Oswaldtwistle. .	6	622	89·9	79·9	84·4	84·7
10. Preston - -	30	3,151	89·5	83·9	76·	83·1
11. Accrington - -	6	501	91·	83·2	69·7	81·3
12. Bury - - -	16	1,520	90·4	77·6	68·2	78·75
13. Clitheroe - -	4	199	88·4	70·9	67·8	75·7

Elementary knowledge. 1. Reading.

It is somewhat difficult to describe, and more so to enforce, what may justly be called good reading in an elementary school. But it is certain that many children who pass in reading do not come up to a satisfactory standard. Fluency is manifestly insufficient, though some amount of mechanical fluency is requisite. On the other hand, intonation and emphasis may be almost as mechanical as mere fluency; and nothing is more unpleasant than stilted and artificial utterance from the lips of a child. What a teacher should aim at is, not to train elocutionists, but to guide to that thoughtful and natural propriety of enunciation, which a child will show more or less, if he understands what he is reading about. Unhappily many of our scholars, the half-timers particularly, never attain that amount of fluency and ease, which enables them to read intelligently, or to derive pleasure and profit from their reading.

2. Writing.

This subject, in its two branches of penmanship and spelling, may be pronounced upon the whole satisfactory. I

believe that spelling in particular has vastly improved under the Revised Code. Attention needs to be called, in some cases, to the fact, that neatness of handwriting is estimated as well as accuracy of spelling. The impression seems to have prevailed, that failures in "writing" arise only from defective spelling, which is not the case. Hence, sometimes, the dictation and copybooks exhibit slovenly and careless penmanship. I cannot but think it worthy of notice, also, that the upper standards be practised to enter their arithmetic on paper with well formed figures and neatly ruled lines. Care in these minor matters is found to go along with other and weightier good qualities. I am glad to say, that the wretched angular style of handwriting, which used to be affected in girls' schools, is now rarely to be seen.

3. Arithmetic. Here the largest number of failures continues to appear. Here also girls' schools show a marked inferiority to boys'. At the same time some of the old difficulties have been surmounted. Second standards no longer stumble over the task of taking down their sums from dictation, and third standards do not fail, as a rule, to express in figures, units, tens, hundreds, and thousands printed in words. A few of the best schools, as St. John's, Blackburn, Great Harwood, and Lancaster Central, show a creditable knowledge of higher arithmetic than is recognized by the Revised Code.

List of best schools. Here I subjoin a list* of the schools, which I should classify as the best in my district, for general attainments and character :—

†*All Saints, Preston* (boys).
Blackpool (mixed).
Brierfield.
Burnley National (boys).
Caton.
Chatburn.
Chorley Parochial (boys).
Clayton-le-Moors (boys and girls).
Cockerham.
Edenfield.
‡*Great Harwood* (boys).
Great Marsden.
Habergham, All Saints' (boys and girls).
Halton.
‡Haslingden.
Holcombe.
Holy Trinity, Blackburn.
Lancaster, National.
Longridge.
Newchurch.
Pilling.
Radcliffe Hall (boys).
Rawtenstall.
Rishton.
St. James', Heywood (boys).
St. James', Preston (boys).
St. John's, Blackburn (boys).
St. John's, Radcliffe.
St. Michael's on Wyre.
St. Paul's, Burnley.
St. Peter's, Bury.
St. Peter's, Preston (girls).
St. Peter's, Chorley.
St. Thomas', Blackburn (boys and girls).
St. Thomas', Lancaster (boys).
Walton-le-Dale.
Worsthorne.

* This list does not include infants' schools.
† The schools printed in italics passed well in extra subjects also.
‡ Great Harwood distinguished itself by an examination without any failures. At Haslingden the only failures out of 336 were two in the first standard.

Sometimes it is asked, how far the schools attended mainly or wholly by half-timers, will bear comparison with those whose scholars attend full time. It seems to me, without asserting that the former are, as a class, equal to the latter, that the difference is surprisingly small. The being at school all day or only half, is proved to be far less important than being taught by a good teacher, or by a moderate one. I have many half-time schools which are in every respect admirable. Moreover, the comparison is not quite fair, apart from the question of time. The children, who amidst a manufacturing population, are full-day scholars and do not work at the mills, have not only the advantage of double time at school, but probably that of higher social grade and superior home influences. Half-time and full-time scholars.

The same may be said of town and country intelligence. The difference in this, whatever it may be, bears no comparison with the difference which good teaching and management will evince. The schools at Pilling, St. Michael's-on-Wyre, Caton, Halton, Cockerham, and Chatburn, lying in secluded rural situations, and attended by the children of agricultural labourers, are equal to any. Town and country scholars.

The above remarks apply mainly to children examined individually. Of infants' schools, St. John's, Blackburn, still claims the first place, both for numbers and general excellence. Above 500 little children were present at the examination, who, besides solid knowledge, exhibited a variety of pleasing infantile accomplishments. Preston has many good infants' schools; St. Peter's stands first; St. Thomas', St. Paul's, and Holy Trinity also deserve special mention. Those also at Enfield, Christ Church, Blackburn, St. James', Heywood, and Habergham, All Saints', are admirable specimens of their class. Infants' schools.

In 1866, 55 evening schools were reported as examined. The number is now 98, with an average attendance of— Evening schools.

Males - - -	2,572
Females - - -	1,009
Total - -	3,581

This increase, which is due in part to the accession of the Bury and Heywood district, has placed the examination of evening schools beyond my reach, except in a few instances. The examinations have been generally conducted by the managers, who appear to have followed your Lordships' regulations with strict care and integrity. The only point, upon which any misunderstanding has arisen, is the amount of print to be dictated to the third and higher standards.

Too short a quantity has sometimes been given to form any adequate test, or, in fact, to comply with the printed directions. The difficulty of bringing up evening scholars for examination still exists, though it seems in some measure diminishing. Young men and women are shy of being examined, especially if their attainments are small. Some also are deterred by being presented in standards inferior to their powers. Thus the anxiety to secure passes defeats its own aim.

Extra subjects.

Two years ago my predecessor expressed his satisfaction that geography and grammar were "not so conspicuous by "their absence as when he took charge of the district." I am glad to say that now, the schools are extremely few, where I have not examined the elder scholars in one extra subject or more. The commonest, and probably the most useful, where only one can be acquired, is geography. In this the smallest presentable attainment is England. Higher steps reach the British Isles, Europe, and the Colonies. Neatly drawn maps are sometimes shown. To this, many schools add grammar, which means, in its lowest stage, the knowledge of the parts of speech, and, with the more advanced, their relation, exhibited by parsing simple sentences. A few of the best schools present some knowledge of English history. I have indicated above * the schools which distinguished themselves in these branches of instruction.

Their usefulness.

The intelligent teaching of these subjects, and thoughtful religious instruction, are the natural relief from the mere routine of learning to read, write, and cypher, and form the best safeguard against the tendency to be mechanical in teaching or in learning. The time devoted thus, so far from retarding elementary progress, seems to aid it; for, almost without exception, the schools which acquit themselves best in extra subjects, do the same in elementary knowledge. The mental power so acquired more than compensates for the time employed.

Music.

Once or twice I have been asked to examine in music. The children, in these cases, besides singing in parts with fair expression, were able to answer rudimentary questions on musical signs and terms, and to perform simple exercises from notes. One school, Great Eccleston, obtained a grant, under the Minute of February 20, 1867, for musical knowledge. But regarding the district generally, I cannot but regret that the knowledge and practice of this art, is at so low an ebb in the schools, and among the working population.

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* Page 220.

The contrary is the more to be desired, as in Lancashire so decided a natural love for music exists, and good voices appear unusually abundant.

As an "extra" accomplishment, I may here add, that military drill has been taught in some schools with pleasing and useful results. The best specimens are at Lancaster National, All Saints, and St. Paul's, Preston, and St. John's, Bury. In the last, the elder boys, dressed in uniform, led the march with a drum and fife band. Drill.

1. I do not think there is reason to be dissatisfied, generally, with the knowledge of the facts of sacred history. This branch of religious instruction is superior to Catechism, and Catechism, again, is very far in advance of Liturgy. I cannot but think that the last point demands more attention than it receives. It is only in a few of the best schools, that the children have any instruction in the Service Book, which will probably be the vehicle of their worship throughout life. The ignorance, or misapprehension, which in the north of England prevails, about the terms, history, and import of the Prayer Book, seems to me very remarkable amidst the general spread of knowledge, and the eagerness for religious knowledge in particular. Religious knowledge.

2. But probably there is graver reason to be dissatisfied with the manner, than with the matter, of religious instruction. Too often the examiner finds the children's minds almost blank of anything beyond mere facts of history, or formulas of doctrine. Sound principles for the regulation of daily life, and the great ideas of duty and responsibility, are not sufficiently grafted upon Scriptural facts and examples. Its superficiality.

3. Another point with which the religious tone of Lancashire impresses me, is a singular want of external decorum in sacred things; and in our schools, I fear, the distinction between sacred and secular instruction is not satisfactorily maintained. Both would seem to be, too often, the mere communication of so much knowledge. In many cases, religious instruction is given to the younger children mainly, if not altogether, by pupil-teachers, who require in this respect very careful supervision. It is no uncommon thing to hear the most sacred names, and topics, shouted by a young teacher before a class of little children, without any approach to propriety of manner, or reverence. To have the first ideas of religion so implanted is, perhaps, hardly better than to have none. Irreverence.

4. I have often been asked by managers and teachers to suggest, what amount of religious knowledge would be Amount of religious knowledge.

deemed sufficient. In these cases, I have given a scheme.* In others, I have examined the children according to the plan adopted by the managers; only complaining when there was no definite plan, and "a general knowledge of the Bible" proposed for examination.

Conscience clause.

5. Throughout this district, the principle of the conscience clause has been voluntarily adopted. I know of no case, where particular religious teaching is forced upon children, against the conviction and will of their parents. And I add my congratulations to the clergy, and managers, for a wise toleration and liberality, which would not, I believe, have been exercised by any other religious body. Their course has been attended by perfect success. Very rarely, now that there is no grievance, is any complaint made. If a parent does make a reasonable objection, the child is not subjected to the obnoxious teaching, but is set to some other task. Regarding only the interests of the Church, my conviction is, that nothing could be better than the adoption of the same course throughout the country. Churchmen cannot be made by force; and to be taught one thing at school and another at home, and to be directed, as I have known children, to listen with suspicion and distrust to the instruction of the master and the clergyman, must both be disastrous to their own religious training, and serve to raise bitter and efficient opponents to the Church.

Manners.

It cannot be denied, that the sterling qualities of the Lancashire character, straightforwardness, sound common

* The scheme I have given is this :—

——	Old Testament.	New Testament.	Catechism.	Liturgy.
Group I. -	Creation, Fall, Deluge.	Birth and Early Life of Christ.	Creed and Commandments.	——
Group II. -	Patriarchs, Exodus.	Baptism, Temptation, Death, Resurrection, and Ascension of Christ. Four Parables and four Miracles.	To the end of the "Desire."	——
Group III. -	Joshua, Judges, Samuel, Some prophesies of Christ.	Life of Christ [with some chosen portions minutely] Acts 1. and 2. at least.	The whole -	Outlines of the Morning Service.

sense, and truthfulness, are accompanied by a certain amount of external roughness, want of courtesy, and absence of the conventionalities of social life. Our teachers are too apt to fall in with the general tone, instead of resisting it. The excellent characteristics I have mentioned, would not be impaired, but be made more attractive, by better manners.

Discipline.

In making these remarks, I am not complaining of discipline, or school organization; on the contrary, these important points seem on the whole admirable, as indeed, without them, large schools, such as prevail here, must be absolute failures.

Pupil-teachers.

Owing to the re-arrangement of the district, I cannot justly compare the present number of pupil-teachers,* (which is 300) with the number two years ago. The difficulty of obtaining candidates still prevails, but seems in some degree lessened. A boy or girl of 13, working at the mill, will earn 10*s.* or 11*s.* a week; but, if apprenticed at a school, will receive for the first year 10*l.*, or less than 4*s.* a week. This great disproportion, which forms the main discouragement to candidates, is not altogether a necessity. The resources of schools, in manufacturing districts, are in pretty just proportion to those of other branches of industry. Where there are mills to pay well, there are schools able to pay well. It always appears to me extremely unreasonable, to offer pupil-teachers 10*l.* and to complain that none are to be had, while the principal teacher is receiving from 150*l.* to 250*l.* Your Lordships have ceased to interfere directly with the payment of pupil-teachers, leaving it in the hands of managers, according to their means, and the rate of wages in the locality. Managers do not sufficiently consider, that if wages in these parts are high, so are school funds. A judicious distribution would go far to meet the pupil-teacher difficulty.

Management left to teachers.

But the truth is, that in some portions of the district, the managers are only a name; everything, even the choice, engagement, and payment of the under teachers, is in the hands of the master or mistress. At one place the teacher told me, that the children's work had never been examined, or a question asked them, except by herself during the year; in another, that no lady or gentleman had been inside the school since the last inspection. It would be easy to report at length on the general inferiority of these cases; for even where knowledge is fair in amount, it bears the impress of being made to order, with its money value alone in view; while the general tone is more unsatisfactory still. But I am regarding this system, at present, only as it affects

* The number of certificated teachers is 228, and of assistant teachers, 52.

How it affects pupil-teachers.

pupil-teachers. Preston and Blackburn may serve as illustrations. Both are large manufacturing towns, lying only 10 miles apart, with the same class of population and character of schools. In Blackburn, the management is a reality; and remarkable interest and activity are manifested by the principal laymen, and employers of labour, as well as the clergy, in the cause of popular education. In Preston, the system seems to have established itself, of virtually leaving the school and all its concerns in the hands of the teacher.

In Preston, the average attendance in church day schools is 4,671, the number of assistant teachers 8, and of pupil-teachers 58. In Blackburn, the average attendance is 3,252, assistant teachers 8, and pupil-teachers 48. Reckoning then one assistant as equivalent to two pupil-teachers, teaching power in Blackburn is 24 per cent. stronger than in Preston. This is one result of the difference of management; another is, that at Blackburn the per-centage of passes is 90·4, at Preston 83·1.

Teaching power in half-time schools.

I do not hesitate to say, that the minimum permissible rate of under-teachers is insufficient to make a first rate school, where most of the scholars are half-timers. The energies are strained equally all through the day; the afternoon being as valuable as the morning, and the repetition of it. And there is no necessity, in such cases, to stint the teaching power, if the funds, which are generally ample, be properly applied.

Attainments of pupil-teachers.

Collective examinations of pupil-teachers have been held at these centres:—Preston, Blackburn, Chorley, Burnley, Haslingden, Clitheroe, Kirkham, Lancaster, and Bury. Of the work of many, I can speak with entire satisfaction. Twelve from this district were placed in the first class at the Christmas examination, 1867, and John Nickal of St. Thomas, Lancaster, won for himself and* his school the honour of the first place. But all the good pupil-teachers seem to come, year after year, from certain schools, and the rest fall so far behind, as to mark a decided reason for the difference. Males again, as a whole, are superior to the females; partly in extent of knowledge, but especially in method. Out of the 12 in the first class, 10 are males, and 2 females; while out of 16 in the second class, 4 are males and 12 females.

The following schools have presented well prepared pupil-teachers:—

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* John Foster, again from the same school, appears first, Christmas 1868.

St. Thomas', Lancaster (boys).	Haslingden.
St. James', Accrington.	Great Harwood (boys).
St. Peter's, Blackburn (boys).	Enfield.
St. Thomas', Preston (infants).	Clayton-le-Moors (boys).
Holy Trinity, Preston (infants).	All Saints', Elton (boys).
Christ Church, Preston (girls).	St. John's, Blackburn.
Walton-le-Dale.	St. Peter's, Preston (girls and infants).
Longridge.	

Supervision of pupil-teachers.

It would be well, if managers would periodically ascertain, that the pupil-teachers are receiving a proper amount of instruction, and at a fit time, that their exercise-books indicate care and method, and that their general progress is satisfactory. To specify one point, composition ought to receive more attention. Many young people convey a false or imperfect idea of their powers, by slovenly expression on paper. The time, moreover, allowed at the examination is necessarily limited, and the subjects many; and it is no unimportant acquirement, to be able to write readily and concisely, as well as correctly. A common fault is, to give long and wordy answers to the religious questions, the rest being left brief and meagre.*

Importance of the subject.

Whatever concerns pupil-teachers affects the whole question of popular education. From this class, mainly, our future supply of masters and mistresses is to be drawn. And considering that candidates, less eligible than formerly, are now accepted, and that they spring from a somewhat lower social grade, it is evident that their instruction and training

* The scheme which I have drawn up for the religious instruction of pupil-teachers is this :—

——	Old Testament.	New Testament.	Catechism and Liturgy.
First year -	The Pentateuch -	Leading facts of the Life of Christ.	Baptismal Covenant, Creed, and Commandments.
Second year -	Joshua, Judges, Ruth, Samuel.	The most prominent characters and places in the Gospels.	The same. The Order and Divisions of the Morning Service.
Third year -	Rest of the Historical Books.	The Gospels more minutely.	The Sacraments, Articles i. — xii. (with scripture proofs).
Fourth year -	Psalms and Major Prophets.	Acts - -	Terms used in Prayer Book, Articles xiii.—xxiv.
Fifth year -	Minor Prophets -	Epistles - -	History of Prayer Book, Articles xxv.—xxxix.

are matters of weightier importance than ever, if the permanence and efficiency of our educational system is to be maintained.

I beg leave, in the last place, to call your Lordships' notice to one or two points, in which the working of the half-time seems unsatisfactory.

Delay of education.

1. It is a very common practice, for parents in manufacturing districts, altogether to neglect the education of their children until they commence work, *i.e.*, until they are eight years old at least. The idea is, that then, when they are compelled to go to school, they will get schooling enough. It results, that if a child does not happen to get work at a factory, he has no education at all; if he does, his whole time is taken up in mastering rudiments, which ought to have been acquired long before; and he never probably acquires enough to be of real service. The first Standard, in factory schools, is constantly filled with great boys and girls, whose work and schooling recently commenced together. Thus, a sort of encouragement is indirectly and undesignedly given to parental negligence; for probably many of these children, but for the prospect of future enforced education, would have been sent to school in earlier years. I should be glad to see an extension of the half-time Act to meet this common evil. It would not, I think, be more unreasonable to require a child, before commencing daily work, to show he has received some education, than it is to enforce education along with his work. The requirement might be, either a certain standard of knowledge, or a certain period of attendance. An indirect compulsion like this would go far, in manufacturing districts, to solve the question of compulsory education. Parents, who are too ignorant, or too improvident, to care for their children's moral and intellectual culture, are sufficiently alive to the value of the wages they earn, and would readily comply with the conditions upon which they might be sent to the mill. It is of course true, that all children in these parts are not, and cannot be, employed at the factories. But all the parents, who require compulsion, are hoping that they may be so employed, and would provide for the contingency. Meanwhile, it would be something, if employers, when taking on fresh half-timers, would give the preference to those whose education had been cared for, which it would be their own interest to do.

Compulsory education.

School and work short together.

2. Another point which I venture to mention is this:—When the mills are running short time, as the phrase is, *i.e.*, not working all the days of the week, a common custom is for the children to attend school only on those days on which they work. They ought to be required, so long as

they are receiving wages and paying school fees, to be at school daily for the same time at least, as if they were working every day. A better rule would be, that they should attend both morning and afternoon of the days on which the mill stops. The managers and teachers would, I have reason to believe, gladly receive such scholars without additional weekly payment.

Work before legal age.

3. I am told that it is a frequent practice, for children to offer themselves, and to pass, for half-timers before 8 years old, and for full-timers before 13. Many are even brought up in the belief that they are a year or two older than is the fact. Something more reliable seems required than the mere dictum of a medical man, who has only appearances to guide him. It may be true, that one child at 11 is physically fitter for full work than another at 13. It is not a question of mere physical fitness; and no child of 11 can spare two years of his school time. A copy of the register of birth, which might be made procurable for this purpose for a small fee, would prevent misrepresentation.

I conclude by expressing my deep sense of the prompt and courteous consideration, with which my remarks and suggestions have been received by managers and teachers, as well as of the kindness and hospitality which have been accorded to myself personally.

I have the honour to be, &c.

GEORGE STEELE.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. D. J. STEWART, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* CAMBRIDGE, BEDFORD, *and* HUNTINGDON.

MY LORDS, Cambridge, January 1869.

IN the last report which I had the honour of submitting to your Lordships I was unable to give a very satisfactory account of the state of instruction in the aided schools at that time under my inspection, and I suggested that the general decline in the efficiency of these schools might be traced to an increasing tendency to employ inferior, that is, untrained masters or mistresses, to reductions in the staff of each school, and to the substitution of monitors for pupil-teachers.

Schools are not as efficient as they used to be.

I regret to say that two more years' experience in the same district has not produced any modification of this opinion. The same causes are producing like results, and they seem to be in a great measure the natural consequences of a tendency to speculate in public grants which it is difficult for either managers or teachers to avoid.

The difficulty or perhaps the impossibility of increasing the local subscriptions to schools to a sufficient extent, compels an economy of management which very often seriously interferes with their efficiency, and as the greater part of the grants offered by the State is now dependent on the results of an individual examination, the attention of managers and teachers has become so closely concentrated on what may be called the commercial section of each school that the remainder suffers a partial neglect.

This neglect in time affects the whole school, and naturally lowers the general standard of instruction maintained in it.

If economy is secured by carrying on schools with a deficient staff of teachers, it is not difficult to foresee the result.

I will now, with your Lordships' permission, point out as briefly as possible the facts from which these general conclusions are drawn.

The loss of pupil-teachers.

Very little change has taken place in the actual number of aided schools in my district, but it may be calculated that the number of pupil-teachers employed in them is about 50 less than it was in 1860. Those who are now at work are chiefly girls, for two reasons: in the first place girls are more easily hired than boys, and in the second place several schools which used to be taught by masters are now placed under mistresses

because the wages paid to well trained schoolmistresses are much lower than those required by men.

Such a reduction as this in the working staff of schools in agricultural parishes tells with peculiar severity; because the work to be done requires for special reasons the services of teachers of a superior order. I am well aware of the common notion that village schools require a less ambitious staff of teachers than town schools, but I believe such an opinion to be wrong in theory and pernicious in practice.

There is a great difference between the children who see nothing but the unexciting routine of common agricultural employment and those who come under the influence of that intellectual friction which is produced by the activity and bustle of manufacturing enterprise. The boys and girls who grow up in the retirement of country villages think, just as they act, with a deliberation and slowness which are often mistaken for natural incapacity. They are no doubt to some extent intellectually dwarfed by the circumstances peculiar to their social position, and it is only a skilful teacher and a well organized plan of instruction which deals successfully with pupils whose faculties are partly dormant and whose minds, with few interests and few sympathies, seem to be closed against all external influences.

The loss of the services of a body of well trained pupil-teachers was the greatest check which could be given to schools attended by children of this class. It may be true that the average attendance at many of the schools in agricultural parishes is not very large; but the staff of teachers which every school requires, if its efficiency is cared for, depends on the number of classes into which the scholars must be grouped, and not on the number of children in each class.

It is hardly possible to organize a school in less than four classes, and unless good organization exists it is vain to expect good discipline or sound instruction.

The monitorial system of very little value.

Attempts have been made to carry on by the agency of monitors the schemes of instruction previously worked out by means of the pupil-teacher system; but the monitors break down in that particular point which makes pupil-teachers so important in school organization. They have not the training or technical skill on which every teacher's power depends, and it is not possible to give it to them; because the wages they get are not sufficient to induce them to adopt teaching as a permanent occupation. As monitors are merely children who consent to act as teachers till they can find some more remunerative employment they cannot be expected to take much interest in their work. It would in fact be almost a waste of time if the master or mistress of a

school were to attempt to train them as teachers, because they inevitably throw up their situations long before the fruits of such training can be looked for. Monitors are really fit for no duties in a school-room except those purely mechanical ones which require very little judgment and a still less amount of information.

It follows as a matter of course that if monitors are allowed to occupy the position of pupil-teachers, the fundamental rules of good school keeping must be to some extent set aside.

Lessons in Holy Scripture are given to a whole school, for example, although the objections to those so-called collective lessons are all but self-evident. The subject of the lesson must in such cases be treated too superficially to be adapted to the attainments of the highest class and not simply enough to suit the age of the children in the lowest.

From the same cause it is now not uncommon to find schools organized in three classes, and the mistress attempting to conduct the lessons in two classes at once, while the third is left to itself writing passages from printed books, or working mechanical examples in arithmetic from some of the manuals of "standard arithmetic" which are in use.

Children are not thoroughly instructed.

It is hardly necessary to point out the universal result of all these expedients. It is not possible to give thorough instruction to each class in a school under such circumstances. The class or division directly under the observation of the mistress has the benefit of good teaching; but the necessity of having one class constantly deprived of efficient superintendence interferes with the discipline and lowers the standard of instruction throughout the school.

In the large schools which I see, these defects are more striking because so many more children suffer from them. Entire divisions are left almost entirely to monitors or without responsible teachers.

In the early part of 1868 I visited a large school for boys which had on its registers the names of 243 children. There were eight classes under a master and an assistant master and two monitors. The head master confined his attention to the first and the second classes, the assistant undertook the third and fourth, and the rest of the school, which, when I was present, amounted to 108 boys, was left in charge of two monitors, one of them being a boy who was unable to write down from dictation a sum in simple addition. Only 6·8 per cent. of the boys whose names stood on the register were sufficiently advanced to be able to attempt sums in the compound rules, and only 4·4 per cent. were presented for examination in the fourth and fifth standards.

The youngest class in nearly all schools is generally much

the largest, yet in this case it was handed over to the least competent member of the school staff.

I have inspected for some years a school which in 1868 had the names of 298 infants on its registers.

It was then organized in ten classes or five divisions, under a mistress, an assistant, two pupil-teachers and a monitor. Even with this staff 58 children are left to the management of a monitor. The mistress makes herself responsible for the instruction of the 1st division of 54 children, the assistant for that of the 2nd division of 56. One pupil-teacher has charge of 76 children and the other of 54. The mistress finds that about once a month she can examine the 3rd and 4th divisions; but that she cannot attempt to look at the 58 children under the monitor because there is no subordinate whom she can intrust with her own classes while she is so engaged.

There is, in connexion with this school, one for 242 boys, under a master, an assistant, and one pupil-teacher, which puts in a still clearer light the extent of the evil to which I beg to call attention. In this case the master, with the help of a monitor, has to carry on the work of four classes, that is to say, of about 80 boys, and the rest of the school is managed by the assistant, the pupil-teacher, and occasional monitors.

As the average attendance at most of the aided schools in this district can hardly be expected to reach that point at which an apprentice is officially required by the Revised Code, it is not uncommon to find nearly all the children who are to be presented for examination according to the standards of the Code brought into two classes which are undertaken specially by the mistress. All the children who can be presented without examination, and those whom the managers for various reasons do not care to present in the examination schedule, are left to get on as well as they can under a monitor, either as two groups of a third class, or, if their number is great enough, as two distinct classes.

If we consider the amount of work which may really be well done in a properly organized school of four classes, the radical defect in all these devices will be clearly established. The time table of such a school ought as a general rule to be so drawn up that the principal teacher may be able to give an equal number of lessons to each class, and to see and regulate what is done by competent assistants. Between the hours of 9 and 12, 18 lessons ought to be given to the children in their classes, and there is time for 16 more between 2 o'clock and 20 minutes past 4, except in those cases where the afternoon is entirely occupied with needlework: but such a scheme of instruction cannot be carried

out thoroughly where monitors are the only assistants on whose services a teacher can reckon, because there are very few class lessons which such young untrained teachers are capable of giving.

Time tables consequently have to be altered; classes must be thrown into divisions, and "silent lessons," as they are called, must supersede too frequently more valuable forms of instruction in order that the teacher may be more at liberty to take under her immediate charge what is thought to be the most important part of a school.

It is hardly necessary to add, that under such circumstances the youngest and poorest children in each school are invariably those who pay the penalty for its defective staff.

The additional strain which is thus thrown on schoolmasters and schoolmistresses is an extremely severe one, and many have exerted themselves to maintain the efficiency of their schools with an amount of self-denial which deserves the highest praise; but, in spite of all that has been done, it must be admitted that there is a general decline in the thoroughness or efficiency of the elementary education given to the poor.

Good reading is becoming very rare.

The subjects of instruction which suffer most are, as might be expected, those which require the greatest amount of skill and judgment on the part of a teacher. The most important of all the secular subjects taught in an elementary school is perhaps reading; but I am inclined to think that at the present time good reading is the rarest accomplishment to be met with. On account of the expense it is seldom that classes are provided with a plentiful supply of good books about things in which children take interest. The same book is read over and over again, and children get wearied by the repetition of dry uninviting lessons.

It often happens, I am afraid, that the children who are to be presented in the first standard are prepared for their annual examination by working through some uninteresting class book under a monitor. These lessons are obviously little more than a mechanical routine, and children who have a tolerable memory commit the contents of pages to memory. I have heard children give the sense of paragraphs without reading one sentence correctly, that is, they transposed clauses and re-arranged phrases so as to prove that they were really not reading at all, but giving a paraphrase from memory. The best methods of teaching children to read are very much laid aside, because they cannot be adopted by teachers who are entirely untrained, and the consequence is that children pick up false emphasis, introduce false stops, and disregard correct articulation.

Very much the same remarks may be applied to the instruction given in arithmetic.

Uninteresting routine takes the place of good teaching.

Mechanical expedients for giving classes something to do take the place of the intelligent teaching which a skilful schoolmistress would give, if she could, and a good deal of the peculiar value of arithmetic as a mental discipline is in consequence lost. There is no doubt a mental training of some value gained by children in learning the mere rules of arithmetic; but the higher discipline which lies in the application of these rules of operation is unknown to them. Children learn to perform technical processes by means of rules given to them; but the use of what they learn can be rarely sufficiently pointed out and systematically illustrated.

As there is always some danger in trusting to general impressions respecting such special subjects, I have endeavoured to correct this liability to error by comparing, subject by subject, the state of the instruction given in the same school at intervals of eight or ten years. I have occasionally used the same reading books, proposed again the same arithmetical questions, and selected the same passage for an exercise in dictation. It is of course impossible to extend this kind of test to all the schools in a district; but so far as it has been applied the result confirms entirely the general conclusions respecting the evils of attempting to carry on a school with a deficient staff of teachers, which I have taken the liberty of submitting to your Lordships' consideration. It may be of use to give the details of one or two of these experiments.

In 1859 I was sent to a village where straw-plaiting is almost the only employment of the poor, in order to inspect a school under the charge of a schoolmistress and two apprentices. The mistress possessed great natural fitness for the duties she had to perform, and had derived great advantages from very careful training. The names of 123 children were on the school registers, and I found 91 present, in six well graduated classes. The children read with unusual spirit and correctness of intonation, and 23 in the first class could, with four exceptions, give generally correct answers to questions concerning interest and reduction of money. The abstracts of portions of Holy Scripture which the first division had studied with the mistress were very creditable examples of composition, and the geography of some parts of England was fairly known. A few of the children knew a little about English grammar. The school was remarkable for its admirable discipline, the general honesty and accuracy with

which the children did their work, and the age of some of the children. There were four girls in the first class, daughters of ordinary labourers, whose ages varied between 16 and 18.

In 1868 this school was in charge of a mistress who had obtained a certificate without residence in a training school, and a monitor had taken the place of the two apprentices. There were only 33 children present, only seven in the first class, and only two of these capable of attempting a sum in compound addition. The power and prestige of the old school had not been lost and forgotten by the villagers, for the most regular child in the present school was the son of a girl whom I had seen in its first class nine years ago; but there could be no doubt about the general deterioration produced by an inferior style of teacher, and a reduced staff.

A few miles distant from this school there is another in a much larger parish, whose history is almost a repetition of that which I have just mentioned. In 1858 there were 205 children present under a master, mistress, and pupil-teachers; but in 1868 there were only 121 present under a master and monitors. The general attainments of the children had declined in proportion to the reduction made in the staff of teachers.

Upon the whole it seems to be very rarely possible to apply now the identical tests which might be fairly used in good schools some years back, and even where it can be done the result is not satisfactory.

For example, in 1862 the first class of a school of boys had the following sums proposed to those present at the inspection. "Find the discount on 1,336*l.* 11*s.* 3*d.* due at the "end of $3\frac{1}{2}$ years at 5 per cent. Simplify the following "expression $\frac{3\frac{3}{7} \text{ of } 2\frac{11}{12}}{\frac{1}{33} \text{ of } 8\frac{9}{14}}$." Three out of every five boys gave the correct answer to the first sum, and two out of every five that of the second: but in 1868 not one boy in twenty-one could give a correct answer. The same master carries on this school and there is no remarkable change in the average age of the school children, but a slight reduction has been made in the staff, and there is greater difficulty in finding candidates for apprentices.

To show how sensitive schools are to the technical skill of those who conduct them, I have placed in order the following extracts from the official returns of three schools in agricultural parishes with nearly equal population.

—	Population of each Parish.	Number of Children whose Names are on the Register of each School.	Per-Centage of Population represented by the Average Attendance.	Annual Expenditure.
				£ *s.* *d.*
I	486	98	13·3 per cent.	99 18 2
II	465	97	11·8 „	85 8 11½
III	484	57	6·4 „	49 5 8½

The first school is under the direction of a trained master, one pupil-teacher, and one monitor who is to become an apprentice in time. The second is conducted by a trained master and a regularly hired monitor, and the third is carried on by a mistress who has been an apprentice and holds a provisional certificate.

These few facts may be drawn from too limited an area, and from schools of too special a class to entitle them to much authority; but it will be at any rate admitted that their general tendency is to show that a gradual decline in the state of instruction in the elementary day schools under inspection is taking place in consequence of reductions in the number and quality of the staff of teachers employed in schools.

That this reduction is made from motives of economy is universally admitted.

The probable consequences of allowing teachers to farm grants of public money.

There is yet another point connected with the management of schools which appears to me to require notice; the practice, namely, of throwing on teachers a share of the pecuniary responsibility which each school may be said to represent.

It is not unfrequent at the present time to guarantee rather low salaries to masters and mistresses, and to make the rest of their incomes depend on what they can earn by means of children's pence and the grants conditionally due from public sources. Such an arrangement of necessity leads to a kind of speculation which may in certain circumstances be extremely profitable; but there is, on the other hand, very considerable danger that public interests will be set aside in favour of private ones.

If teachers, from choice or from necessity, are led to give undue importance to the purely commercial aspect of a school, a strong temptation will be created to keep down its expenses and to get rid of those pupils who pay badly, that is to say, to avoid as far as possible the employment of pupil-teachers and the admission of very poor children.

If, for example, the only fixed payment which a master can

depend on from his employers is 20*l.* and the rest of his income consists of the children's pence and the Government grants, it is quite clear that his means of supporting his family may be so fluctuating as to give very just cause for anxiety. It is not likely that many men will work long under this kind of mental tension without losing all spirit for the most important part of their duty. It is true, no doubt, that the income of every man of business is a fluctuating one, but then, as a rule, so much of it is practically fixed that no fears need arise respecting his every day expenses. In the schoolmaster's case uncertainty attaches to so large a proportion of his income that there is no parallel to be drawn between the two cases.

If a teacher becomes as it were a large shareholder in a school it will be at once an important object with him to keep down the teaching staff as low as he possibly can, and he will have the same inducements to get rid of poor or backward children, because they are the most troublesome to teach and the most uncertain under examination.

It cannot be denied that this kind of temptation must be extremely powerful in certain cases.

I have visited a parish in the Fens for some years which contains a population of 958 souls scattered over about 5,500 acres. It has not a cross road in a length of nearly ten miles, but its boundary roads communicate with droves which in winter are scarcely passable. The children who attend the school have long distances to walk daily along the edges of the circuitous dykes. Some live as much as three miles from the school, and many a mile and a half.

They can attend school only when the weather is favourable, and the average duration of school life in respect of the children in attendance up to March 31, 1868, was only 1·5 years. The school was visited in the month of April, and out of 54 children presented for examination, 25 were brought up for the day from the Fen and their work paid for.

Most of the children whose names were on the registers of the 1st and 2nd classes had been for weeks at work on the farms.

In another large Fen parish, out of 31 children presented for examination according to the standards of the Revised Code, 16 were brought together from their work and their wages for the day paid by the vicar of the parish. Ten of these children had been more than five weeks at work, and the homes of 17 children who were present were said to be three miles distant. The children attended about 4·1 days per week when they could make their way to school at all; but

the registers were not complete enough to give that still more important item, the average duration of their school life.

Now the effect of a sudden transition from manual to intellectual work is obvious enough. Children who are brought up from farm work in the Fens to an examination which is chiefly carried on by means of pen, ink, and paper, are almost certain to break down.

Their failure probably surprises no person who is practically acquainted with school keeping; but of course the grant conditionally due on their examination is lost, and if the school teacher has any pecuniary interest in it he can scarcely avoid looking on them as an unprofitable class of pupils whom it is hardly worth while on mere commercial grounds to prepare for any special examination. If the urgent claims of a family are pressing year by year with growing strength, his policy will be to collect round him pupils who are socially above the poor, who can pay higher school fees, attend with greater regularity, and get through their work with less trouble to him and with less risk of failure when presented for examination.

It must be difficult to determine the extent to which considerations like these influence the management of schools; but it has certainly struck me when comparing schools from year to year that their upper classes contain fewer children from poor homes than they used to do. It is but fair to remember that the rates of wages which farm labourers work for and the high price of food encourage to an immense extent the employment of children of very tender ages, but I cannot help fearing that other causes may be also in operation.

Out of 35 children who composed the first and the second class of a school in this district, the only one who came from a really poor home was an orphan whose school fees were paid by her grandmother.

In another school, where the first and second class had together 57 children present, there were but two of the number whose parents were, strictly speaking, poor. In a third school, out of 93 children only 59 came from the homes of poor labouring men; and in a fourth there was only one child of this rank in life in the first class, the daughter of an under gardener in the service of one of the best supporters of the school.

Two years ago the first class of a school which I visited had scarcely a boy present who was not the son of some small farmer or shopkeeper, who could afford to pay a quarterly school fee somewhat higher than the rate charged to scholars generally.

There may be other explanations of these facts than those which I have suggested, and I may have overrated the dangers which are likely to grow out of this kind of school farming; but the subject is so important that it can hardly be wrong to bring it forward.

I have the honour to be, &c.

D. J. STEWART.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the year* 1868, *by Her Majesty's Inspector, the* REV. W. F. TREGARTHEN, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him, in the Counties of* DORSET *and* SOMERSET.

MY LORDS,

I HAVE the honour to lay before you my General Report for the year ending 31 August 1868.

District.

The district assigned to me in 1866 included the whole of the county of Dorset, and that portion of Somerset enclosed by the census districts of Yeovil, Langport, Chard, Taunton, and Wellington.

Changes in it.

No material change has been made in the extent of the district during the last two years, except that, for convenience its boundaries in 1867 were made to exactly coincide with the census districts. By this slight change, five annual grant schools in Dorset were taken off my list, and one in Somerset, and two in Devonshire placed on.

Character of the district.

The district although chiefly agricultural, is not so altogether. At Yeovil, Chard, Sherborne, and Cerne the "gloving trade" gives remunerative employment to large numbers of women and children, and in the cottages round about Dorchester, Bridport, and Beaminster, "braiding nets" is extensively carried on.

Small parishes abound.

It is a district of small parishes, widely scattered, and joined together very often by indifferent roads, so that much time is necessarily spent in driving from one place to another. Dorsetshire, with an area in statute acres of 615,783, and a population numbering 182,193, has 287 parishes, and the portion of Somerset, with which I am concerned, covering an area of 302,790 acres, and numbering in population 130,370, includes 156 parishes.

Relative size of parishes in which schools are aided and unaided.

I have endeavoured to show in the following tables, in the case of 283 parishes in Dorset, and 156 in Somerset, the relative size of the different parishes in which there are aided and unaided schools.

	Population under 100.	Population above 200.	Population above 300.	Population above 400.	Population above 500.	Population above 600.	Population above 700.	Population above 800.	Population above 900.	Population above 1,000.	Population above 1,500.	Population above 2,000.	Population above 2,500.	Population above 3,000.	Total.
Dorsetshire, 287 Parishes:—* Number of parishes with unaided schools or no schools.	39	44	25	15	20	11	9	4	1	1	7	3	—	—	179
Number of aided parishes -	—	4	12	10	12	10	1	10	6	3	15	4	6	11	104
Portion of Somersetshire:— Census districts of Sherborne, Wellington, Taunton, Langport, Chard, and Yeovil, —156 parishes.															
Number of unaided parishes	16	26	11	15	17	6	6	3	1	1	8	1	—	—	111
Number of aided parishes -	—	1	1	4	3	4	2	2	3	2	5	7	2	9	45

Analysis of the above Table:—

Number of parishes with population under 500 - - - - - { Dorset 181 - { 38 aided. 143 unaided. } Somerset 94 { 9 aided. 85 unaided. }

Number of parishes with population above 500, and under 1,000 - - { Dorset 56 - { 30 aided. 26 unaided. } Somerset 30 - { 13 aided. 17 unaided. }

Number of parishes with population above 1,000 - - - - { Dorset 46 - { 36 aided. 10 unaided. } Somerset 32 - { 23 aided. 9 unaided. }

Remarks and inferences from the above table.

From the above Tables it will be observed that the number of parishes in Dorset with a population less than 500 is 181, in Somerset 94, making altogether 275 small parishes; and that of these only 47, or 20·7 per cent. employ certificated teachers and receive grants towards the support of schools from the State; whereas in the remaining 164 parishes with populations above 500, 102 or 62·1 per cent. employ such trained teachers. Only in 62 comparatively large parishes, are the conditions upon which the grant is paid, at present, unfulfilled.

Case of small parishes more fully considered.

Now although I am strongly of opinion that the accusation, so often brought against your Lordships' present system of distribution of the Public Grant, of being unelastic and incapable of being stretched wide enough to embrace the greater number of parishes, is much exaggerated,

* Return refers to 283 only.

and that other and more powerful causes—want of interest and zeal, and enterprise on the part of managers—have most to do with the exclusion of the greater number of schools from the assistance of the State, still, it would appear, that there are nevertheless, a great number of small parishes, in districts such as this, which will never be able to afford the expense of a trained teacher, and which, even if they could, are not in a position to provide a school large enough, for the proper exercise of such teacher's skill and energy. The question is often asked, whether it is not possible to extend State aid in some way to schools of this description. It seems hard that, because they are small, they shall not be recognized at all, or helped in any way, to become as efficient as possible, under the circumstances. The Rev. Charles Bingham, a diocesan inspector in Dorset, puts the case, with reference to his own small parish, in a very plain and telling way.

"Here is my own school, for instance," he writes to me, "with a brick floor (much better and drier than they have in their homes, but still brick) and an uncertificated teacher. Well; I ask you to come and inspect it; and if you find the mistress competent and the school tolerably satisfactory, why should you not give her a licence to teach and to earn a certain amount of grant? Thus we should not be left altogether in the cold. You would help us, and tell us where and how to improve, and we should not sit down in despair, as I now do, of being able to get any better."

Miss Burdett Coutts' scheme unattractive.

The scheme known as Miss Burdett Coutts' was designed, I am aware, to meet the requirements of such cases; but as a matter of fact, it has not attracted schools in this district, and not one group has been formed in conformity with its special provisions.

Suggestion for improving small schools, and extending to them some measure of State assistance.

Whilst admitting that the State has a right to demand a sufficient proof of a teacher's moral and intellectual qualifications for his office, and whilst strongly maintaining that the certificate is a *bonâ fide* guarantee of a teacher's power, intelligence, and skill, I cannot at the same time help feeling that if some such plan as that which I venture to sketch out, and which has been suggested to me, with slight modifications by more than one person deeply interested in the question, were adopted, the value of the present certificate would not be lessened, but a strong impulse would be given towards making a large number of the small schools in the district more thriving, and generally efficient. I would venture to suggest that power might be given to Her Majesty's Inspectors to hold examinations of masters and mistresses of small schools, (say, where the population is under 400), either at some central place, or at their own schools; and supposing them to be found fairly well qualified

for the teacher's office, to grant a "*provisional certificate*," similar in form to that issued by the Poor Law Board to masters and mistresses of Union Workhouse schools. The certificate should be given, on the understanding that, it held good only so long as they continued to be employed in the same school. The possession of such a certificate by the teacher should entitle the school to the grant of 8*s.* per scholar payable on examination; but the 4*s.* payable on average attendance should remain conditional, as now, upon the employment of a regular certified teacher. In the examination, special attention might be paid to the candidates' natural aptitude for the work, as shown by past success in the school, and more than the usual number of marks might be given for skill in imparting information to little children. I know two or three teachers who would satisfy this test, and stand a good chance of having their names enrolled on the register, but who would altogether break down in a "paper examination." As, now, no school should be considered eligible for a grant, unless the room were shown to be large enough for the comfortable, and healthy accommodation of the scholars, and sufficiently provided with proper furniture, books, and apparatus; there can be no doubt that, the additional grant and independent inspection, would prove of great assistance in helping such schools to become thoroughly efficient. The increased labour consequent upon the addition of so many small schools to the annual grant list, might be met by the employment of an inspector's assistant, who would also relieve the inspector of much of the routine work, which now takes up so much of his time in every school.

Remarks on other unaided cases in parishes where the population exceeds 400.

As far as I can gather, in the case of those other parishes with unaided schools, where the population exceeds 400, there is no absolute necessity for relaxing the present rules and regulations, in order to admit them to the benefits of inspection and annual grants. Without any alarming increase of expenditure on the part of managers, the greater number of such parishes might to-morrow, if it so pleased the local authorities, put themselves in a position to meet your Lordships' requirements. After the most careful inquiry I have failed to discover wherein such places are worse off than their neighbours. Those places where certificated teachers are engaged, and a larger outlay incurred for education, are not peculiarly blessed with wealth and resident gentry.

Relative size and efficiency of aided and unaided schools.

With a view of obtaining some reliable information as to the relative size and efficiency, of unaided as compared with aided schools, I applied to my friends, amongst the diocesan inspectors, in the two counties, and from the reports which

they have in every instance most readily and kindly sent me, I am able to construct a tabular form, showing in the case of 10 unaided schools, (1) the sex of the teachers, (2) the population of the parish, (3) the number of scholars in attendance, (4) the amount of the teacher's salary, (5) and the condensed opinions of the diocesan inspectors about the schools:—

No.	Sex of Teacher.	Whether trained or not.	Population of Parish.	Average Attendance of Scholars.	Salary of Teachers.	Remarks of Diocesan Inspectors on present State of Schools.
1	Mistress	Not trained.	496	45	30*l.* and a house.	Mistress takes great pains, but is deficient in method and organization; upper classes pretty fairly taught; lower classes backward; arithmetic weak.
2	Mistress	Untrained.	260	23	20*l.*, lodgings, and coals.	A very fair school; mistress keeps order and is a fair teacher: very fair results are obtained; a monitor paid by the Salisbury Diocesan Board.
3	Mistress	Untrained.	400	18	20*l.* and house.	A miserable school; the mistress, who has held her situation nearly 30 years, has no idea of teaching.
4	Mistress	Trained for 6 months at Salisbury.	500	36	Paid by Lord Shaftesbury.	School improved during the past year; arithmetic and writing better than formerly; religious knowledge very fair.
5	Master and mistress.	Untrained.	400	45	Paid by Lord Shaftesbury.	School improved under present teachers, and tolerable results are obtained.
6	Mistress	Untrained.	300	20	20*l.* and house.	An old dame, who can only teach reading, and writing in copybooks; she cannot go beyond simple addition in arithmetic; religious knowledge very fair.
7	Mistress	Untrained.	590	59	31*l.* 10*s.*	Organization defective; first class fairly taught; lower school sadly behindhand.
8	Master and mistress.	Mistress trained for 3 months.	258	48	45*l.* and lodgings.	Organization defective; instruction (except notation) very satisfactory.
9	Master	Untrained.	666	74	38*l.* and house.	Organization capable of improvement; upper classes fairly taught; lower classes retrograding.
10	Mistress	Untrained.	279	31	20*l.* and lodgings.	Organization defective; upper school, religious knowledge fair, but secular subjects feeble; little done in the lower school.

General remarks on the condition of unaided schools, embodying my own experience as well as that of Diocesan Inspectors.

As to the general efficiency of unaided schools, I am able to form an opinion only from the 13 which I visited during the year, either on account of their having received a "building grant," or from the wish of the teachers to gain a sufficiently favourable report to entitle them to be examined for a certificate, in accordance with the provisions of Art. 72 *b*. 2. From the results of my inspection, I had arrived at the conclusion that, compared with schools under trained teachers, none were equal to the "best," very few were on a level with

the "fair," the greater number ranked with the "moderate," and some were positively "bad." The organization was, as a rule clumsy and unskilful; the instruction unsound and incapable of standing the test of individual examination; and the discipline wanting in smartness and method. In these schools I found in excess, one of the great faults, which the Revised Code has done so much to cure, the too exclusive attention of the teacher to the upper classes, to the neglect and injury of the backward and younger children. It is comforting to find that with my opinion, which *might, I felt,* be said to rest on insufficient evidence, agree, *in the main,* the opinions of all those diocesan inspectors I have consulted. I proceed to quote from their letters in my possession:—

(1.) The Rev. Talbot H. B. Baker, examining chaplain to the Bishop of Salisbury, a gentleman well acquainted with school management, and intimately associated with every educational movement, in the county, says:—

"The schools under untrained masters and mistresses, if not built so as to meet the Committee of Council's requirements, are more or less deficient in organization, to the detriment of discipline and the loss of teaching power. In all cases the want of pecuniary aid from the State operates most, and very prejudicially on the lower school, except where the managers provide an assistant mistress, and then the total cost, falling, as it is almost sure to do, on one individual, seems more than what may be considered his fair share of the general burden and benefit of primary education."

(2.) The Rev. C. H. Carnegie, a rural dean and excellent school manager, writes:—

"As a rule I believe the best schools to be those which, having certificated teachers, are under Government inspection."

(3.) Another Dorset diocesan inspector, after naming five schools, conducted by untrained and uncertificated teachers, where the average attendance of scholars ranges from 42 to 120, writes after this manner:—

"I am sorry to say that there is not one among the above mentioned schools in a state of proper efficiency, and as regards any pleasure I experience in my annual visits to them, I can only say what Job said to his friends, 'Miserable comforters are ye all.' I do all I can," he adds, "in giving hints and advising certificated teachers and Government inspection when I can, but I cannot see much good has come of it."

(4.) The Rev. J. Higgon-Evans, manager of a good mixed school at *Merriott,* in Somersetshire, a parish of small proprietors, and himself an experienced diocesan inspector, says:—

"I have 12 schools in my district taught by uncertificated teachers, and with two exceptions they are greatly inferior to the schools receiving Government aid."

(5.) So also the Rev. Hans F. Hamilton, after naming three schools "*as nearly equal to some schools receiving* "*Government aid,*" describes the remaining 10 as "*far from* "*being in a satisfactory state.*"

(6.) The Rev. W. H. Waldron, a district inspector in Somerset, and one well informed in all educational questions, writes:—

"In my district there are 12 unaided schools; of the 12, two are 'fair,' three 'middling,' and the rest 'poor.' As a general rule," he adds, "where there is a good school it is in connexion with Government, and also well looked after by the parochial clergyman; omit either quantity, and the result is bad."

Reasons for schools not receiving State aid.

These gentlemen are also pretty well agreed upon the other point, upon which I expressed an opinion above, that it is not poverty, not the inability to pay a competent teacher, and to supply the materials for a sound and thorough education, which shuts these schools out from Government assistance. The exclusion generally proceeds either from the dislike of the clergyman to part with an old teacher, or ignorance of your Lordships' "rules and regulations," or dread of State or any interference, or the adverse influence of landowners and principal contributors to school maintenance. In Dorsetshire especially the avowed dislike of some of the largest landowners to the Government system operates very decidedly in reducing the number of annual grant schools. In the north of the county, on the estate of the Marquis of Westminster, the parishes are supplied with excellent and well-furnished school-houses, but the names of only a very few of the schools appear on the annual grant list. So also in the south of the county, a great number of schools on Lord Ilchester's property receive no assistance from the State. Lord Shaftesbury, I am told, does all in his power to promote the education of the poor on his estate; he contributes most liberally to all the schools on his property, and entirely supports those at St. Giles, Horton, Woodlands, and Gussage All Saints, but he entertains strong objections to Government aid and interference. At a general meeting of the Salisbury Diocesan Board of Education, held at Dorchester on the 4th December 1865, his Lordship stated his reasons for refusing to accept aid from the State in very plain and vigorous language.

Causes which operate powerfully in Dorset.

"I don't know," he is reported to have said, "whether I am touching upon the corns of any one, but I confess I do not approve the course which Her Majesty's Government has taken with respect to the grants. I hated them from the commencement. I protested from the first against your having anything to do with them. I knew that your independence would be fettered, and I was perfectly sure they would interfere with your religious teaching, both directly and indirectly. I

knew that inspectors would come down and give the 'cold shoulder' to one thing and 'the cold shoulder' to another; that they would sneer at this thing and sneer at that; and when the hour of necessity came—when you had gone into great expense, calculating upon their continued assistance—they would leave you like a piece of stranded sea-weed. That is what has come to pass, and it serves you right for having confided in them. I maintain it is the duty of the laity of England, who possess the wealth of the country, to come to the succour of the Mother Church. It is the duty of the laity of the diocese to do everything they can to strengthen their Bishop's hands in appointing teachers and supplying the whole paraphernalia of education. The laity of the Church of England are rich enough for all these purposes, and by so doing you will secure your independence. You will not be interfered with, and not have Government officials saying, 'We won't allow the Apostles Creed 'to be taught, or anything that shall in the least degree grate on the 'feelings of Dissenters.' I do not suppose that there is any gentleman in this meeting, or any clergyman of the diocese, who would wish to have the children of Dissenters in their schools, and then unnecessarily force upon them the various dogmas of the Catechism which they cannot receive, and more particularly those parts about godfathers and godmothers. But it is a different thing, as the Bishop has said, to allow a clergyman that discretion, and to have it put into the deed, 'I will give 'you 5*s.* 6*d.* upon the condition that you do not say a word about the 'Apostles Creed.'"

General ignorance of the contents and misapprehension of the meaning of the Revised Code.

The public are not well read in the Revised Code, nor always correctly informed as to what your Lordships require, and what you do not interfere with, in schools. The Code is published annually, but judging from the sort of questions addressed to me, and from other remarks one hears, it cannot be widely circulated or attentively read.

Aided schools.

To pass from unaided to aided schools. The number of schools inspected by me, during the past year, was 144, comprising 181 departments, each under its own certificated teacher.

122 of these schools were mixed; 20 were for boys exclusively, 17 for girls, and 21 for infants. 8,377 boys and 7,785 girls were present on the days of inspection, and there were 6,868 boys and 6,264 girls in average attendance. On the school registers appeared the names of 18,776 children, which I have arranged below, according to their ages.

1. Age of children.

1,919	under	4	years	of age.
1,887	between	4 and 5	years	of age.
2,230	„	5 and 6	„	
2,129	„	6 and 7	„	
2,254	„	7 and 8	„	
2,191	„	8 and 9	„	
1,914	„	9 and 10	„	
1,567	„	10 and 11	„	
1,183	„	11 and 12	„	
802	„	12 and 13	„	
437	„	13 and 14	„	
And 263	over	14	years	of age.

As a proof of the early age at which children in the district are removed from school, I would remark that out of 18,776 only 4,252, or 22·6 per cent., are above the age of 10 years.

In the following statement the migratory character of the population is shown. Of these children— 2. Time in school.

6,159	had been	in the school	less than *one* year.
3,733	,,	,,	*one* year.
2,796	,,	,,	*two* years.
2,209	,,	,,	*three* ,,
1,402	,,	,,	*four* ,,
1,953	,,	,,	*five* years and over.

The total income of the schools arising from endowment, voluntary contributions, school pence, capitation grant, and other sources was 17,049*l.* 15*s.* 2*d.*, making on an average per scholar in attendance 1*l.* 3*s.* 10*d.* The sum expended for salaries, books, and apparatus and miscellaneous purposes was 17,065*l.* 16*s.*, or 1*l.* 3*s.* 10½*d.* per scholar in average attendance. Income of aided schools.

The greater number of the annual grant schools—122 out of 181—are what are termed "mixed." The reason of their being so is very apparent—the parishes are too small to provide children or funds for separate departments. I think it a matter more for congratulation than regret, that, nearly twice as many mistresses are employed in these schools as masters. No doubt motives of economy have had most to do with this preference for mistresses over masters, but as far as I can judge, it is economy working in a right direction. According to my experience a good female teacher is more capable of understanding the natural dispositions, and mental powers of dull village children, and of instructing them kindly and skilfully, and of exercising over them a powerful influence for good, than an average male teacher. Mixed schools. Female teachers best for them.

With regard to the general efficiency of the schools taught by certificated teachers, I may venture to report favourably, of nearly all of them. It is quite true that many might be better; but the greater number are in a fair state of efficiency, and some few are excellent. "As is the teacher so is the school;" this is always true. General statement as to the efficiency of schools under certificated teachers.

The school at Swanage taught by Mr. Hillier deserves special notice, as an excellent example of how much can be done in a primary school, where the teacher is well qualified for the office, and brings a strong liking and intense earnestness to the work. The instruction in this school, in all the classes, is given in the most skilful and thorough manner. No pains is spared to make the children love their school, and take an interest and honest pride in its success. The walls are covered with specimens of map drawing, and penmanship, Swanage school very good.

and illuminated texts, the honoured performances of old and present pupils; and there is an air of life and comfort, of happiness and quiet energy, about the place, which must at once attract and gratify the visitor.

Certificated teachers, some deserving of praise.

In the following schools,—Central school, Taunton (Mr. Shepherd); South Petherton, girls' (Miss Sexey); Dorchester, National, girls' (Miss Way); Shaftesbury, National, girls' (Miss Baker); Sherborne, girls' (Miss Bird); and Stalbridge, girls' (Miss Warner), I am happy to say, there are, to be found, teachers thoroughly in love with their work, and who, combining with intelligence and skill, a tenderness and sympathy, a loving insight into the character of little children, possess a power and an influence for good, produce "results," which no examination can exactly measure, but, to which it is a pleasing duty to publicly testify. Of many other teachers in the district, I could also speak in high terms of commendation, of their zeal and interest in their work, of their integrity and self-denial, of their disinterestedness in having over and over again resisted offers of higher salaries in other places, preferring to labour on amongst those who, although unable to pay them as highly as they deserve to be paid, have learnt to love and respect them for their work's sake.

Others not deserving of praise.

But there is another class of certificated teachers,—not a very large class, happily,—of whom I cannot speak in such terms of commendation; whose schools I always leave with feelings of sadness and mistrust. They are, as a rule, young women just set free from the strict discipline and restraints of the training colleges; and they seem, for a while at least, to forget, what no doubt they were taught there, that success in school teaching, like success in any other calling, much depends upon the spirit in which it is undertaken, and the amount of energy which is thrown into it. Judging from appearances and results, it would seem as if they forgot this truth, and devoted more care and attention to their *dress* than to their schools.

Frequent change of teachers.

Another disadvantage connected with young teachers, and which is very forcibly presented to my notice in a district such as this, is the constant change of teachers in the small schools. No sooner have the teachers fairly settled down to their work, and begun to make an impression for good on the school, than they are gone. In providing that two years must be spent in the same school, and two favourable reports secured, before a teacher can receive the parchment certificate, your Lordships have done as much, perhaps, as can be done to guard schools against the evil of frequent change of teachers. I can suggest no further remedy for the evil, and

I merely mention it in justice to the small schools, as showing that they have peculiar difficulties to contend with, in their efforts towards thorough efficiency.

Some half-dozen schools in the district are taught by teachers holding the provisional certificate. They are quite as successful as most of those schools under teachers, who have passed through a longer training. Provisional certificates.

During the year I have examined 202 pupil-teachers and candidates for the office; 165 of these are at present employed in the schools. An increase in their number is perceptible. Managers are beginning again to diligently seek for and employ them in schools, from which they had been dismissed as too expensive on the first introduction of the Revised Code. Pupil-teachers.

To find suitable lads for the office, I am told, is difficult; other employments pay more highly, and present greater attractions; but no such difficulty is experienced in securing the services of properly qualified girls. On the whole they are a very well conducted and intelligent body of young persons. Very rarely indeed have I to listen to any serious complaints, either of want of diligence in their studies, or of their moral conduct. The females are always neat and tidy in their dress, and well mannered. The males are sometimes a *little rough* and coarse in manners and slovenly in dress. In the collective examinations the males acquit themselves much better than the females, although, perhaps, in the art of teaching, the latter, as a rule, display more tact and skill than the former. At the examination for admission to the training colleges in 1867 14 candidates went up from my district, an equal number of each sex. Of the seven boys, all were placed in the first class, except two, one John Jennings from the central school Taunton appearing as first on the admission list. Of the seven girls only two obtained first classes. Male candidates for the office of pupil-teachers difficult to get.

I would now offer a few general remarks on the character of the instruction in the schools.

1. *Religious Knowledge.*—I have in this district very seldom found reason to be seriously dissatisfied with either the children's information as to the leading events of Bible history, or their acquaintance with the great lessons of morality derived from them. The Church Catechism is repeated and written out correctly by nearly all the children, and the simpler portions of it understood. But a knowledge of the contents of the Prayer Book is not so common, and so much attention does not seem to be paid to it, as one would expect. The religious instruction is, as a rule, systematic and practical. I attribute this in no slight degree to the interest, which the clergy take in this part of the school work; they General remarks on the character of the instruction in schools.

mostly carefully superintend it, and very often give it themselves. I wish to bear record to their willingness and readiness always to render me every assistance in this part of my examination.

2. *Reading.*—The number of failures in reading, 4·2 per cent. is small, but this only implies that, when a child has read with fair fluency and intelligence, hesitating only at uncommon or difficult words, I have "passed" it; but, had I insisted upon proper emphasis and just expression, and intelligent apprehension of the meaning of the passage, I should have considerably swelled the number of failures. At Maiden Newton and Gillingham the reading is particularly good; distinct, emphatic, careful, and expressive. The first-class, in the Maiden Newton school, read the newspaper, and a "popular periodical" and some poetry to me, at the last inspection, in such a manner (so little was I accustomed to it) as to excite my surprise and admiration. They read as if they really knew what they were about, and liked it. Mr. Brown, the painstaking teacher, attributed his success, partly at least, to the great variety of books he placed before his pupils, and I believe that that had something to do with it. In nothing is reform called for more loudly than in the character of the reading books at present in use. Few of them contain lessons interesting to children in this class of society; in the greater number the instruction is conveyed in language replete with hard words. No doubt were syllabic spelling more rigidly insisted upon in the lower standards, and were the reading lessons also in the higher classes always given with great care, attention being directed to the stops, and divisions of the sentence, and were it always followed by lively and intelligent questioning on the part of the teacher, better results might be obtained even now, with the class books in use; still I am inclined to think that could your Lordships carry out the suggestion of one of my colleagues, Mr. Matthew Arnold, and exercise some control over school-books in aided schools, and in this way gradually introduce a better style of school literature, a great blessing would be conferred upon the rising generation.

Good reading at Maiden Newton and Gillingham.

School books.

3. *Writing and Dictation.*—The per-centage of failures in writing and dictation was 10·6. I find the writing best in those schools where great attention is given to the child's efforts in the first standard, when he begins to form capital and small letters, and in the second standard when he has to copy from a reading book. At this stage, if the child has been drilled into holding his pencil properly and easily, and taught to make the letters open and round and not too slanting, the writing on paper afterwards is always found to

be free and legible, neat and good. As to the neatness with which dictation is written and sums worked, there is a great difference in the papers given to me. In some schools the papers might be exhibited as specimens of good penmanship, in others, the want of care and slovenliness to be seen in other things, shows itself in smears and blots, ill formed letters and unsteady figures.

In the best schools composition is taught. I find the first class very often able to write a letter, sometimes expressed in terse, idiomatic language, and showing considerable powers of description. The power to write a letter or give the substance of a reading lesson in their own words is a good test not only of correct spelling and grammatical writing, but also of general intelligence. I often wish my duties in the lower standards took up less of my time, that I might be able to apply this test more frequently to the elder children.

4. *Arithmetic.*—Here the per-centage of failures rises to 20·3. Many of these failures are to be put down to defective notation, but not so many as formerly. Since numeration has been insisted upon, and all the sums dictated, it has been found that you can teach even country children to understand the difference between units, tens, and thousands.

But there is no doubt a great want of power displayed by teachers, and especially mistresses, in grounding their children in the principles and practice of arithmetic. It seems almost incredible that children, if they have been taught and shown on the black board that you cannot, under any circumstances, subtract a larger from a smaller number, should be hopelessly puzzled, and spend a good half hour in futile efforts to take 103*l.* 17*s.* 9¾*d.* from 19*l.* 19*s.* 9*d.*, and that the only explanation that can be given of their stupidity is, that the sum has been put before them in an unusual form. "Take 19*l.* 19*s.* 9*d.* from 103*l.*," &c., instead of from 103*l.* 17*s.* 9¾*d.* take 19*l.*, &c. Yet this is a mental phenomenon witnessed very often in ordinary school life. Any departure, the slightest imaginable, from the ordinary method, the substitution of cards with sums written in words, for telling by word of mouth, or the putting the sum so that it seems to describe a transaction in daily life, appears as if by magic to paralyse the child's calculating power. Were teachers to freely use the black-board, and conscientiously and perseveringly perform the trying work of explaining over and over again, in all sorts of ways, the reason for each step in the solution of a question, varying their manner of setting sums from time to time, and not forgetting from the very first to give the children little problems, bearing upon the business of every day life, and involving the application of

the first rules of arithmetic, such examples as are to be found in abundance in every good arithmetic, I am convinced that when next I had the honour to report to your Lordships, it would be my gratifying duty to testify to a marked and encouraging improvement in the teaching of this subject.

Minute of 20 February 1867.

The good effects of your Lordships' new Minute of the 20th February 1867 are beginning to be plainly seen. Not only has it stimulated managers to increase their school staff, with a view to the additional grant, and in this way operated most beneficially on the schools, in increasing the body of pupil-teachers, but, in offering a fresh inducement for the teaching of an extra subject, it has also counteracted to some extent the very natural tendency on the part of teachers, preparing children for a well-known examination, to lapse into a mechanical way of teaching, and of thinking that they had done all that could be reasonably required of them, when they instructed their children how to satisfy the demands of the various "standards." From the first I have done my utmost to impress upon those connected with schools that they were putting a false construction upon your Lordships' requirements, if they imagined that a "good report" must be the necessary consequence of a creditable examination in the subjects prescribed in the "Standards;" that I was bound in forming my estimate of a school's work to consider its religious, moral, and intellectual merits. But in spite of all that I could say, as to the necessity of teaching more than mere reading, writing, and arithmetic, of regarding so much, as no more than the minimum of instruction, I could not help feeling, when I insisted, as I have always done, upon the first class knowing something of geography, at any rate, that I was not quite understood; that I was regarded as making extravagant demands; that not to be satisfied when nearly all the children "passed," was ungracious, to say the least. And it must be admitted that there was a strong and increasing tendency, on the part of young teachers especially, to consider that time wasted, which was not given to what are called "the paying subjects;" to forget, in fact, the higher end of teaching, the development of mental power; it is therefore with no ordinary satisfaction that I have noticed, that the offer of an additional grant, has given a decided impulse to increased intellectual life in the schools. Geography is the subject generally selected by the managers for examination, but in many schools the first class know something of English grammar and history as well. With judiciously arranged time tables and good earnest work, there is no reason to fear that, the indispensable elements of knowledge will be less

effectively taught, because some attention has been paid to the higher branches of instruction.

Discipline.—In all the schools I cannot report well of the discipline. Good discipline is produced by careful attention to a number of little things, and the having a settled right way of doing everything in the school and never allowing the wrong way to be adopted. The work should be always done with the least possible noise, and the change of lessons effected with method, quickness, and precision. The word of command should be obeyed with readiness and promptitude.

Moral Tone.—I have seldom had to find serious fault with the moral tone of a school. The children in Dorset and Somerset are honest, tidy, happy looking children, and they are generally taught to have a wholesome fear of "copying." But it must not be forgotten that very often in the case of young children the wish and the effort to look over their neighbours' slates does not proceed from the inclination to do a deceitful action, but simply from childish curiosity. The best way to prevent copying is to render it impossible. I always effect this in my examinations by giving alternate exercises and making the children sit as far away from each other as possible.

School Bands.—As helps in maintaining good discipline and a healthy tone in a school, and also in keeping up a connexion with "old pupils," they are most valuable. At Weymouth, Wyke Regis, Puddletown, and Wellington there are very good drum and fife bands, composed of past and present pupils of the schools.

School Buildings and Furniture.—The schoolrooms in my district are mostly in good repair, sufficiently large and fairly well supplied with furniture, books, and apparatus. But they are seldom well ventilated. Even in the case of new schoolrooms, where the plans have been carefully prepared and submitted to the authorities, the importance of having supplies of fresh air without unpleasant draughts, does not seem always to have been sufficiently considered.

School cabinets.

At Sherborne, a cabinet filled with curious things, the fossils of the neighbourhood, and other objects of interest is placed in the boys' schoolroom. It is much to be wished that other schools would follow this good example, for surely truer words than those reported to have fallen from the lips of the President of the British Association this year were never uttered :—"*There are many school boys who though they* "*regard the best devised of manuals with unconquerable dis-*" *taste would not refuse to accept objects and pictures* as pegs " on which to hang ideas, facts, and hard names."

The Log Book.—If this is made, what many teachers now make it, an honest record of school work, and the results of periodical examinations, it becomes a very instructive book for the managers, the teacher, and the inspector. But the teachers who are accustomed to make entries similar in character to the one, I transcribe, have yet to learn the use of it. "*September* 16, *A little boy made himself very wet at the "water-cask, sent him home.*"

Night Schools.—There are a great number of these valuable institutions in the district, many more than would appear from my official returns. Being taught entirely by voluntary teachers, the clergyman of the parish, some member of his family, or other educated person, they are excluded from any share of the annual grant. However, 54 were partly taught by certificated teachers, and were examined by me during the year personally, or in accordance with Articles 142–9. When the early age at which children are removed from school is taken into consideration, and the rapidity with which they forget the little learning they acquire, evening classes become in every parish an essential part of the school system; any encouragement therefore, which your Lordships can give towards their establishment and support is well bestowed, and contributes in no slight degree towards perpetuating and utilizing the work done in the day schools. The Southern Counties Adult Education Society, directed by its well known, and indefatigable Secretary, the Honourable and Rev. S. Best, has done, and does still, by its examinations and prizes, much towards awakening an interest, and encouraging perseverance, in a fascinating and most useful, but at the same time very difficult and harassing branch of educational work.

Hindrances to education.

In this district as in every other the same causes are found in operation, hindering and marring, and rendering, in some cases worthless, the efforts of those who are seeking to train the mental faculties of their poorer brethren. To speak of the apathy and poverty of parents leading to the early removal of scholars, of irregular attendance at school, of the moving from one school to another, of the demands of the labour market, and the irresistible temptation of adding the smallest sum to the weekly earnings of the family as the great hindrances to sound education, is to tell your Lordships what others have told over and over again. My portfolio is full of letters uttering the same complaints, telling the same old story. Here is an extract from one:—

"I fear," writes the Rev. John Acton, of Iwerne Minster, "we shall "have a sorry number to present to you, not much above 40. Mumps "visited nearly every house in the spring, sadly reducing our average,

"and now for the last month almost every child has been 'acorning.'
"But when by this means the children are able to add 4*s.* or 5*s.* a week
"to the miserable earnings of our poor labourers, what can we say?"

Compulsory education.

What wonder if I find managers of schools openly advocating, and expressing themselves as prepared to welcome any legislative enactment, which should either prohibit a child being taken away from school before he has acquired the first rudiments of knowledge, or should make it illegal to employ a child in any agricultural pursuit before he is 10 or 11 years of age at least, unless he can show by a "scholar's certificate" that he has mastered the elements of instruction.

The clergy the main supporters of and workers in education.

Although landowners and farmers contribute liberally to the maintenance of schools, still it must be allowed that in this district the clergy are their chief supporters and most active managers. Without the clergyman of the parish had shown an interest in the education of the poor, in the first place, and solicited the aid of others, the school would, in nine cases out of every ten, never have existed at all; and now it is he who pays that disagreeable "balance due to "treasurer," but for which it would be embarrassed with debt. But the clergy also give ungrudgingly that which few others are in a position to give,—hearty sympathy and generous support to the teacher and constant and careful supervision to the work of the school,—and this aid cannot be too highly estimated. I know but very few good schools where it is withheld.

Conscience clause.

And here I may be allowed to remark that I have failed to discover one single instance in my district where the clergy, as those who have the chief management and control of the schools, have excluded any child from the benefits of school teaching on religious grounds. The policy of the Committee of Council with reference to the enforcement of the conscience clause is vehemently denounced as unjust; but the principle of it, is, as far as I can ascertain, generally acted upon. However, there are signs that this anxious problem of the day, when it comes on again for discussion, will be debated in a calmer, more hopeful, more charitable temper. The feelings of the Dorset clergy, I imagine, are pretty clearly and exactly expressed in the words of Archdeacon Sanctuary, himself an earnest and foremost worker, both in middle-class and primary education. He says, in his last charge:—

"The Church, I believe, has to keep two things before her; on the
"one hand to relax nothing of her diligence, nay, rather I should say
"very much to increase her diligence in securing to all around her the
"blessing of a sound religious and useful education; and on the other
"hand not to allow her zeal for God's truth to make her rash and un-

" forbearing in the consideration of the terms upon which the State " may offer to aid her in the work."

A case in which the voluntary system has failed in securing permanent educational advantages to a parish.

It may be right to mention an instance in this district, where the voluntary system has signally failed to secure permanent educational advantages to a parish, in which the schools were built, with the assistance of a Government grant. In the parish of Whitchurch Canonicorum, which includes the outlying hamlets of Marshwood and Morecombe Lake, there are three schools. When I visited them in 1867 I found in the case of all three the buildings much out of order and wearing an air of decay and neglect. In the largest school, the master, a respectable, fairly well-informed man, but without any special training or qualifications for the office of a teacher, was making as much as he could out of the school, by teaching the children of small farmers at 8*s.* 6*d.* and 10*s.* 6*d.* a quarter. He received 14*l.* per annum from the rector, he informed me, on condition that he taught the poor children for 2*d.* a week, but I found only 10 children of this class in the school, and as far as they were benefited, there might as well have been no elementary school in the place. The other two schools were carried on by very indifferent and badly paid teachers; they were destitute of suitable books and apparatus, and in a very wretched state. The cause of this neglect and wasted power was, simply, that the rector had ceased to take an active interest in the welfare of the schools, and had partially withdrawn his support.

If the education of the poorer classes is of national importance, the foundation on which it rests at present would seem to want strengthening in some way, if it is possible that the whole educational fabric, reared in a parish with great labour and cost, may fall into a state of ruin any day, and be rendered worthless because one individual withdraws his support.

Signs of increased interest in education amongst the farmers in Dorset.

I must not close my report without informing your Lordships of the increased interest taken in education by the farmers of Dorsetshire. At a meeting of an old established farmers' club in the county, one of their number read a paper lately on "*Compulsory versus Voluntary Education.*" The lecturer reminded his hearers—

"That it was a question which more or less concerned the agricultural " body generally; that both employers of labour and labourers had " hitherto regarded it with too much apathy; that a greater amount of " education among the labouring classes was needed; that the value " of men on the farm who could give an account of themselves in " writing, of work done, the counting of stock, and the receipt of wages " due after deducting for cash and goods paid on account, was greater, " than that of those who could neither read nor write; that it was " the duty of agriculturalists to do all they possibly could to induce " parents to send their children to properly conducted schools."

The Winfrith Farmers' Club, after an animated discussion, expressed their views in this resolution :—

"That the present voluntary system, with increased assistance from "the State, if given a fair trial, would work well, and would receive "greater and greater impetus at the hands of all classes of society; "that any scheme for making education compulsory would be viewed "with alarm."

Public mind anxious and unsettled about education.

In every part of my district, amongst all classes of society, I find special attention at this time directed to the question of popular education, and a very general expectation entertained that, your Lordships will shortly frame some comprehensive measure on the subject. May I be pardoned for expressing a hope that, the public mind will be soon set at rest, for nothing paralyzes present efforts so much as doubtful expectations!

I have the honour to be, &c.
W. F. TREGARTHEN.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. E. T. WATTS, *on the* CHURCH OF ENGLAND SCHOOLS *inspected by him in the Counties of* ANGLESEA, CARNARVON, DENBIGH, FLINT, *and* MERIONETH.

MY LORDS, December 1868.

I HAVE the honour to report upon the National schools inspected by me in North Wales during the year ended 31st August 1868.

Original extent of district.

At the date of my appointment the whole of North Wales was nominally in my district. Soon after the appointment of my colleague, Mr. Pryce, Montgomeryshire was withdrawn, and was assigned to Mr. Pryce in conjunction with four counties of South Wales. Subsequently your Lordships were pleased again to reduce my district by annexing to a portion of Cheshire the census districts of Holywell and Wrexham. My district at present consists of Anglesea, Carnarvonshire, Merionethshire, and portions of Denbighshire and Flintshire.

Its reduction.

Its present extent.

I beg to tender my thanks for your Lordships' kind and timely consideration of the very heavy work which in its unreduced state this district entailed. For although I managed, by dint of much exertion, to inspect each month's schools within the time prescribed ever since the district was cleared of arrears by the kind assistance of Mr. Temple and Mr. Pryce, the work allotted to the spring months was heavier than I could well accomplish; whereas now I expect I shall be able, in the course of next year, to inspect several schools which have not been visited by Her Majesty's inspector for years, as well as all those schools which are in receipt of annual grants.

Number of departments inspected prior to August 31st.

During the period which elapsed between my appointment in March 1867 and the 31st of last August I inspected 172 departments conducted by certificated teachers, and of these I inspected 72 a second time.

Principle on which is based,

My plan at first was to divide the schools into three classes, according to the result of the examination in the elementary subjects; and not only so, for such a classification would be often fallacious. There are other points, in my opinion, such as religious knowledge, discipline, and general intelligence, quite as essential as proficiency in the elementary subjects. In the estimate of a school all these points should be taken into consideration. I must remark, however, by the way, that wherever I have found the greatest proficiency in the elementary subjects, *there*, generally, I have found the greatest

proficiency in the other points I have specified. In other words, religious knowledge, for the most part, seems to go on *pari passu* with secular attainments.

Very little experience convinced me of the necessity of subdividing the second class into three classes. The following table shows what number of departments falls under each of the five classes into which they are all distributed according to merit, that is to say, according to the result of the examination coupled with religious knowledge, general intelligence, and tone:— their classification.

Class.	I.	II.	III.	IV.	V.
Departments - -	32	59	44	20	17

In the month of October I inspected six schools which are not in receipt of annual grants, but which, for other reasons, are subject to Government inspection. These six schools are of a representative character, that is, one or other of them exhibits nearly all the features, physical and otherwise, of schools in North Wales, varying from the most mountainous and inaccessible to the most frequented and cultivated. I am sorry to say that in one school only was the examination schedule duly prepared. The other schools I examined, I must confess, in a very unsatisfactory manner, for I was obliged to examine them in classes; and the difference between the highest and the lowest in each class was generally far greater than that between standard and standard. Inspection of schools conducted by uncertificated teachers. Those selected for inspection of a representative character. General neglect of examination schedule in such schools. Consequent difficulty of testing them.

My reason for selecting these representative schools, as I have called them, for inspection, was chiefly the fact that they had not been visited by Her Majesty's inspector for years, and partly my own curiosity to ascertain the value of schools conducted by uncertificated teachers as compared with those in receipt of annual grants. Notwithstanding the difficulty alluded to, of satisfactorily testing these schools, I believe I arrived at a fairly correct estimate of their worth. The following is a literal transcription of the notes I wrote in each case on the day of inspection, and in the order in which the schools were inspected:— Reasons for selecting these for inspection.

1. "The school-room affords but inadequate accommodation for the number of children attending the school. The teaching power is also insufficient. As the examination schedule was not filled up, I could not well estimate the individual attainments of the scholars. I tested the classes, however, sufficiently to enable me to form an opinion that few of class 1 would have passed in Standard IV., and few of class 4 in Standard I. Still, considering the disadvantages alluded to, the school is in some respects in a fairly satisfactory state." Reports on those inspected.

2. "This seems to be a useful and promising little school. The building is in very good order. The children are intelligent, and for an untrained man the master has a fair idea of order; notwithstanding, the difference between the school and an ordinary one conducted by a certificated master, is a very marked one. It is highly desirable to have sewing taught."

3. "I inspected this school on the —— of October, and found 49 children present. These were divided into three general classes. The first class read fairly, and in this subject would have passed creditably in Standard III.; about half of classes 2 and 3 would have passed tolerably in Standards II. and I. respectively. The school-room should be repaired, especially the windows and doors, one of which was completely off the hinges and standing against the wall at the other end of the room. *The offices were in a peculiarly foul state.*"

4. "This is a very useful little school; the children are fairly and uniformly taught. The three classes passed very respectably in the three lower Standards."

5. "It is impossible to form anything like a correct idea of the children's individual attainments unless the inspector has the examination schedule in his hands duly filled up. I had no difficulty, however, in forming an opinion of these schools as compared with an ordinary school in receipt of annual grants. The first class would have passed creditably in Standard IV. in *reading*, fairly in writing, and badly in arithmetic. The gulf between the first and second classes reminded me of that which appears to exist generally between schools which are regularly inspected and those which are not."

6. "This little school seems to be fairly conducted; and Mr. —— I have no doubt is doing his best. This, as all similar cases, however, is a proof of the vast superiority of regularly inspected schools over those which are not superintended by certificated teachers."

Before I leave this subject I must express a hope that, whenever I shall be able to inspect schools of this class in future, the examination schedule and the other official papers will be duly filled up, and that the managers of such schools will not object to welcome the notice of inspection.

Mode of Examination.

Mode of examination.

On this head a few words will suffice; for the circular appended to Mr. Fearon's last report explains in detail the manner in which he, Mr. Pryce, Mr. Williams, and myself conduct our examinations. This circular was issued by us after very mature deliberation; its requirements are such as our previous and subsequent experience has proved to be fairly within the capabilities of our schools. Besides the object we had in view in deciding upon a common standard, the circular in question has given great satisfaction to the teachers employed in the National schools in my district.

Religious subjects identical with those of diocesan inspectors.

The only addition I made to it was an expression of my readiness to confine my examination in religious subjects to the portions of scripture, &c. appointed by the Diocesan Board of Education.

My object in so doing was twofold:—

1. To bring into closer contact the government and diocesan inspection, which in this district is active.

2. To anticipate the objection which teachers in National schools might not unreasonably urge, that inasmuch as British schools are not subject to be tested by Her Majesty's inspector in religious subjects, National schools would be hardly dealt with, if, in addition to all that is required of British schools, another subject was imposed upon them, especially if that other subject did not coincide with the extra work which is already required of them by the diocesan inspectors. Why.

I must explain, however, the manner in which I examine in extra subjects.

When the ordinary examination is drawing to a close, I write out on paper six questions on the subject selected. These I hand over to the head teacher to re-write on the black-board. These questions the children have to answer on paper, and one of them in the shape of a letter to the inspector. This I consider a good plan for carrying out the suggestions contained in the circular of May 31, 1867, for although the letters are generally very meagre and childish, the plan has the good effect of stimulating the intelligence of the children and of impressing the masters with the expediency if not with the importance of teaching them at least the form in which a letter should be written. Mode of examination in extra subjects.

While this part of the examination is in progress I am myself engaged in revising the papers of the ordinary one, and when the papers of the extra subject are given up, I allow the head teacher or call upon one of the elder pupil-teachers to examine the children orally in that subject, while in the course of their examination I introduce several questions myself.

This method I adopted in consequence of the difficulty I always felt in arriving otherwise at a satisfactory estimate of the children's individual attainments. Viewed in this light I have always been impressed with the great value of the

Revised Code.

However numerous the objections urged against the Revised Code upon its introduction, if they have not been wholly removed by its operation, their name is no longer legion. For even the few who are still dissatisfied with its requirements are forced to admit that the results it has produced are far in excess of those produced under the old system; that dull children are no longer in danger of being neglected; that it is doubly the interest of teachers to cultivate a wholesome acquaintance with the parents of the children in Revised Code. Its good effects and growing popularity.

their charge; and that the prediction of its author has been fully realized, that if it would entail greater expense, it would at least secure greater results. On the other hand it must be acknowledged that its effect has been quite the reverse on the

Its bad effect on the

Pupil-teacher System.

pupil-teacher system.

I wish it were in my power to speak more hopefully of this important feeder of training colleges. The Revised Code caused a panic from which this system has not yet recovered.

Minute Feb. 20, 1867, only a partial remedy.

The Minute of February 20, 1867, promises to act as a partial counterpoise, and it is no doubt a step in the right direction, both as regards the pupil-teacher system and the efficiency of schools in general, and I have no doubt it will be more and more appreciated in proportion as its advantages are realized. I fear, however, it will furnish but a partial remedy, for there is a class of schools in which it is treated with a certain amount of indifference, and that because the pecuniary advantages secured by a successful compliance with its requirements will perhaps be absorbed, or more than absorbed by the payment of the additional teacher which that advantage involves, while the instruction of the pupil-teacher is regarded by the master, not as a labour of love, but rather in the light of a gratuitous burden, because it brings no direct pecuniary emolument to himself. I do not justify this view of the matter, nor can I absolutely condemn it, where no provision is made for the payment of the master for the extra hours devoted to the instruction of the pupil-teacher. And in making this remark I do not overlook the probability that the services of a pupil-teacher will give the school a claim to a larger grant independently of that offered by the Minute of February 20, 1867, for as a matter of fact it is the opinion of many teachers that by *exclusive* attention to the elementary subjects, or at least by foregoing extra subjects, they will fare better in point of salary, to say nothing of their exemption from the necessity of instructing a pupil-teacher, who brings them but inadequate if any remuneration.

Why.

Pupil-teacher system less attractive for other reasons.

High wages obtainable in quarries, &c.

There are, however, other reasons why the pupil-teacher system has become less attractive, and of these the principal one perhaps is the high wages obtainable even by boys of 13 and 14 in several parts of this district, especially Carnarvonshire. It is a fact that in one case, and that a town school, and one of the most attractive, considerable difficulty was experienced in finding even a female pupil-teacher on the terms of the old Code.

There is yet another reason, prevailing in some schools, of an unsatisfactory and, I believe for the most part, of an

avoidable character. In collective examinations of pupil-teachers I often meet with candidates of a very unpromising stamp. On one occasion out of eight candidates only one was admitted. Upon inquiry I found that most of the unsuccessful candidates were only in the second class in the schools in which they were intended to be articled; the reason why some of the most advanced boys could not be induced to become pupil-teachers was the small payment of 1*l.* a quarter offered to such as would accept it, with far less regard to their efficiency than to the means of securing the maximum grant at the least possible expense, without any intention on the part of the master to prepare the pupil-teacher, or on the part of the pupil-teacher to be prepared for admission in due time into a training college.

Smallness of payment offered to pupil-teacher candidates.

These cases are confined, I believe, to schools where unwisely, in my opinion, in consideration of a fixed stipend plus all the pence, and a portion, if not the whole, of the Government grant, the responsibility of providing pupil-teachers is either sought by or thrust upon the master, who is not always capable of resisting the temptation to swell out his own salary by employing the cheapest and most probably therefore the most inferior article; thus injuring in a degree which it is difficult to measure the actual welfare of his own school as well as the future welfare of a system which it is strictly his duty to promote.

Latter course prevailing chiefly in schools farmed out to teachers.

The bad effects of such a system.

Whenever I have had an opportunity I have strongly deprecated this principle, and I have endeavoured to impress upon managers the fact that the remedy as well as the responsibility rests with them. Judging from the kind manner in which my suggestions have been received, coupled with the general readiness I have witnessed on the part of managers to carry them out, I entertain hopes that the evil of which I complain will be removed in the course of a few years.

With my limited experience perhaps it would be presumptuous to make any suggestions, and indeed I should gladly have availed myself of your Lordships' permission to defer this report until 1870 had I not been anxious to say a few words on the subject of which I am now treating.

It has been suggested, and I am inclined to endorse the suggestion, that it would prove advantageous if a payment of 5*l.* were made to the master for instructing the pupil-teacher wherever a pupil-teacher is employed for the *express purpose* of complying with the conditions of the Minute of February 20, 1867; when the additional grant of 8*l.* is obtainable with the services of an *additional* pupil-teacher no extra recognition need be made, for the instruction of an *extra* pupil-teacher does not involve much additional labour.

Remedy suggested.

Religious Knowledge.

Its unsatisfactory character.

The method of imparting religious instruction is, in my opinion, sometimes objectionable. Dry details, such as dates and the succession of minor events, not peculiarly calculated to furnish sound practical knowledge, are too much insisted on in some schools. A large amount of comparatively useless information is often accumulated at the expense of real knowledge. I fear very many of the children leave school ill prepared to fight the battle of life. The religious knowledge acquired by them, if the term may be used, is often but ill digested, and therefore soon forgotten. My first object in the religious examination is to ascertain how far the children understand the bearing of the Ten Commandments, by endeavouring to elicit information as to the manner in which particular acts recorded in the portions of scripture which they have been reading are or are not in accordance with this or that commandment, and how in our own times and in our own case we may or may not imitate such conduct. A judicious and practical preparation such as this kind of examination presupposes would, I am strongly of opinion, enable the children to carry away with them a clearer view of their duty than most of them have at present.

Suggestions for its improvement.

Discipline.

I cannot quite overlook this subject, for although in many schools the discipline is excellent, it is, or at least was, in a few schools absolutely bad. Convinced that without good discipline little else will be or can be good, I have attached to it the greatest importance. I am happy to say that I have been well repaid for my trouble, for in all the schools, without exception, which I condemned on first inspection for want of discipline, I have on second inspection found a marked improvement. For this I am thankful on personal grounds; few things annoy me more than want of discipline.

Alleged causes of inferior discipline.

One cause of inferior discipline is commonly ascribed by teachers to the fact that, where there are two schools, the children, if punished for insubordination, often meet with too ready sympathy at the hands of their parents, and are transferred without ceremony to what is called, erroneously perhaps, the opposition school. Doubtless, when such is the case, a sad injury is inflicted by unwise parents, not only upon their own children, but also upon the cause of education.

Suggestions for their removal.

It would be well in such cases if managers and teachers could act in harmony, and adopt rules which would render impracticable such encouragement of disobedience. Well

would it be also, if, wherever two schools are unnecessary, the promoters of education met on common ground and co-operated for the common good of their parish on principles which would stimulate benevolence and secure respect for the conscientious scruples of all the population. This part of the principality, I fear, is as yet unripe for combined action of this sort, unless, indeed, the State will declare authoritatively what the basis for co-operation shall be. Under existing circumstances, if I looked at the matter from a legislator's point of view, I believe I should not find it difficult to form an opinion as to the principles upon which co-operation should be enforced. *Privilege and responsibility should be practically commensurate.* But how to adjust the balance in each case of conflicting claims is perhaps a problem well nigh insolvable.

Conscience clause every where recognized.

I must guard, however, against an inference which some of the above remarks may appear to warrant, for I know not of a single school in this district in which the principle of the conscience clause is not practically recognized. My experience as a school manager justifies the assertion that as a rule Dissenters have little or no objection to the religious instruction imparted to their children in National schools. Although it was a well-known fact in the parish of which I was for some years the incumbent, that any child might, upon the expressed wish of its parents, be withdrawn from religious instruction, the privilege, or whatever it might be called, was not claimed in a single instance.

Non-objection of Dissenters generally to National schools in a religious point of view.

It was my practice periodically to examine my school, and to give little prizes to the children who acquitted themselves best in the different subjects. On one occasion the prize for Church Catechism was won by the daughter of a zealous Calvinist, and one who had never set foot within the Church Sunday school.

Some of best schools erected without a Government grant

The conflicting claims alluded to are those which have been frequently urged in applications for building grants. These are not so likely to arise in future; for this district is upon the whole fairly supplied with schools, especially that portion of it which is comprised in the diocese of St. Asaph, a diocese which, I believe, may bear comparison with any diocese in the kingdom in point of school accommodation. Besides, some of the handsomest and best school buildings which have been recently erected or are now in course of erection were undertaken without any solicitation on the part of the promoters for a Government building grant, because, although the managers were perfectly ready to act and are acting on the principles of the conscience clause, they were unwilling to submit to its imposition, and probably

to avoid *imposition* of conscience clause, &c.

because they were anxious to avoid the opposition and ill-feeling which have too often attended such applications in parishes where one school is sufficient to supply the educational wants of all the population.

My experience is too limited to enable me to pronounce a decided opinion as to the progress which education is making in this part of the principality. I may mention, however, a fact which is illustrative of the great progress that has been made of late. About 12 years ago, in a conversation with an elderly gentleman who has always taken a very practical interest in the cause of education, I volunteered an opinion that the time was coming when even such and such a parish would be visited by Her Majesty's inspector. His reply was strong and characteristic: "You might as well expect "Her Majesty's inspector to go up to the moon." This year I have visited the said parish in my capacity as inspector, and I found the school conducted by a certificated master in a very handsome building recently erected. I could mention many other parishes, equally remote, quite as well provided with the means of education.

Illustration of progress of education.

District better supplied with school accommodation

I wish I could say the district was equally well supplied with qualified teachers. The difficulty of securing the services of certificated masters in small and poor parishes is often insuperable. The Bill introduced last session, proposing to extend some Government aid to schools of this description, without the qualification of a certificate on the part of the teacher, met with very general approval. One diocesan inspector of considerable experience and extensive acquaintance with North Wales expressed to me an opinion that immediately such a system was inaugurated a large number of men and women, of natural aptitude for the work, would turn their attention to scholastic pursuits. I confess I do not myself entertain such sanguine expectations.

than with qualified teachers.

Principle of extending Government aid to non-certificated teachers satisfactory,

Should such a system be introduced, I beg for my own part to express a hope that it will not be unaccompanied by conditions rendering imperative at least a certain amount of training; for, with due acknowledgment of the much good that has been effected by untrained teachers in their day, I must admit that if I wanted to find a striking contrast to the "ingenious "French cook," I should certainly seek it amongst them.

if in place of the certificate a certain amount of training was insisted upon.

Night Schools.

On this subject I have very little to say. The extensive character of my district renders it impossible for me to conduct the examination of many night schools. Those I have actually attended are Bodfierig, Flint, Rhuddlan, Boys', St. Ann's, and Wrexham. With that of Flint I was greatly pleased.

The following are the remarks suggested by the conduct of the attendants on the night of inspection:—"Fifty-two were "present; the majority of them grown up; several of them "above 21. These, at their own request, were examined "with the rest; their conduct throughout was exemplary, "and altogether such as indicated a judicious and energetic "management and a thorough appreciation of the benefits "attending it on the part of the taught."

Desirable to extend grant to all under 25.

At Bodfierig and St. Ann's were also several above 21. Would it not be desirable to extend the grant to those who have exceeded the prescribed age, say to all who are under 25? I must admit, however, that taken as a whole this district appears somewhat insensible to the advantages of night schools. As a case in point I may refer to my old parish, where a night school was started on two occasions, and on both occasions it died a premature death. At the outset it promised well; but with the approach of Christmas it flagged; and after Christmas it was found impossible to induce the scholars to re-assemble in good numbers. I should also add that this parish is more favourably circumstanced than most parishes. The master is popular, the population is fairly concentrated, and the class of young men who might naturally be expected to gladly avail themselves of the opportunity have abundant leisure for doing so every alternate week. The failure I attribute to indifference, or at least to want of due appreciation of the advantages of education.

Night schools, however, not prosperous as a whole.

The best schools in the district.

Of the schools which stand in the first class the following are worthy of especial mention:—Bangor, boys'; Carnarvon, girls'; Conway, infants'; Holyhead, girls'. Bodelwyddan, Flint, Llanystumdwy, Portmadoc, St. Mark's, Conah's Quay, mixed; and considering their very outlandish character, Aberdaron and Llanuwchllyn.

Schools that have made very rapid progress.

The following also, although they are not in the first class, deserve especial commendation for the very marked progress which they have made in the course of twelve months, both in point of attendance and attainments:—Bronyfoel, Criccieth, Pentraeth, Pontnewyndd, Ruthin, and Trefnant.

Two departments eminent above the rest.

Of all these, two enjoy a kind of isolated prominence; Conway infants' and Holyhead girls'. These departments are of a model character. In justice to other schools, however, I must not conceal the fact that these have peculiar advantages. Both are well furnished with all necessary apparatus; both have an excellent staff of teachers; and, what is of no minor importance, both are in the hands of excellent managers. The Conway infants' school has valuable friends in the vicar's daughters, who take a very lively interest in

The peculiar advantages of these.

its welfare. Holyhead girls' school has the watchful superintendence of Dr. Briscoe, who spares neither time nor money to promote its efficiency. Dr. Briscoe has very kindly addressed to me a letter in which he describes very minutely the manner in which his school is conducted. His letter I shall append to this report, for the sake of the many managers who I know will be glad to learn the method pursued by such an authority as the vicar of Holyhead.

In my next report I hope to deal more largely in statistics, and to touch upon some points which space forbids me to handle now, and upon other points which, in consideration of my limited experience, I have left untouched on the present occasion.

In closing this report I beg, through its medium, to convey my gratitude to the school managers with whom I have come in contact for the great kindness I have received at their hands. It becomes me also to feel thankful that my health has so far enabled me to keep every engagement that I have made.

I have the honour to be, &c.
E. T. WATTS.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

The following is the Scripture Programme for pupil-teachers until further notice:—

First year.—Genesis and Exodus; St. Matthew, especially chapters v., vii., and xiii.; the Catechism with meaning of terms.

Second year.—Numbers and Deuteronomy; St. Luke; Catechism with Scripture proofs.

Third year.—Joshua, Judges, and Ruth; St. John; Catechism as before; the order of Morning Service.

Fourth year.—I. and II. Samuel; Acts to chapter xxi. inclusive; Catechism as before; Evening Service and Litany.

Fifth year.—I. and II. Kings; Acts to the end; Communion Service; Catechism and Liturgy as before.

MY DEAR SIR, Vicarage, Holyhead, Dec. 12, 1868.

As your report of the Holyhead National girls' school was so favourable last May, I take the liberty of sending you the following notes upon our course of instruction, &c.

The first thing we attend to is the purification of the air in the school-room, and therefore we have two good fires in the winter, and the upper part of our windows open in the summer, which, aided by three or four funnel-shaped openings in the roof, with an apparatus outside to prevent the rain from coming in, fully accomplish this object. The next thing is the proper arrangement of every class in three divisions, the best arithmeticians being the first, and placed behind the

other two; the second division, the second best arithmeticians, being in the middle desk; and the third in front. Thus every child has in front of her a weaker band than herself from whom she would not think of copying, and alongside of her one whom she may consider to be her equal indeed, but yet not more likely to be right than herself, and therefore not worth copying from. I once was much amused with a first division girl in Standard IV., whom I caught looking at her neighbour's slate; being taxed with copying, she firmly denied it; and on my saying that I saw her looking at the slate, she said, "I was only looking to "see if she was right."

We consider that a perfect knowledge of the multiplication table is a *sine quâ non* for learning arithmetic, and that without it all attempts are vain. On this account every class with the exception of the first (which repeats it on *alternate* days with the tables of weights and measures) repeats it every day before their sums are dictated to them, not to a chant, but as rapidly as they can, the senior classes getting through it in two minutes and the others in three. But with the candidates for Standard II. and III. something more than a run through this table is necessary; and on account of its great importance, I give you a minute account of this exercise, which occupies only two minutes, viz., multiplying every number by itself from 1 to 12, *e.g.*, once one is one, twice 2 are 4, &c.; adding every number to its own self from 1 to 12, *e.g.*, 1 and 1 are 2, 2 and 2 are 4, &c., and then repeating the process backwards; repeating 8 times 7 are 56, and 7 times 8 are 56; 6 times 5 are 30, and 5 times 6 are 30; 9 times 7 are 63, and 7 times 9 are 63; 8 times 9 are 72, and 9 times 8 are 72; deducting 10 from 20, &c. downwards, one from 10, &c. downwards, and 2, 3, &c. upwards from 10; and then saying, "7 and 8 are 15, and 8 and 7 are 15; 7 from 15 "leaves 8, and 8 from 15 leaves 7." And in order that the foundation may be laid as early as possible, even the candidates for Standard I., standing alongside Standard II., learn to repeat the greater portion of this exercise, and are taught the whole of the multiplication table.

Every class has three sums dictated to it *once* after going through the above work, leaving the teacher at liberty to watch that no copying is attempted, an offence that is very rarely committed. The first division of a class soon becomes proficient enough to work their sums correctly, or nearly so, in half the time allotted to this lesson; and when a child in Standard II. and III. does so, she is sent to join a class that is reading the Bible, and not kept to see the sums worked on the black-board. The three lowest Standards are taught ahead of their examination work; and thus by the time the examination arrives Standard I. is nearly equal to Standard II. sums, Standard II. can multiply by three places of figures, and Standard III. having been put to compound subtraction and division immediately after passing Standard II., is somewhat advanced in the sums of Standard IV., and finds the sums given at the examination to be a matter of no great difficulty.

The consequence of this method of instruction is that no girl of average ability, and coming fairly to school, ever fails of passing in arithmetic in the four lowest Standards, excepting from the perplexity caused by the "cards" given to Standard IV. The rules that children find most difficult are subtraction and division; in the former of which we use the *old fashion* of borrowing and adding the loan to the lower line, which, though not scientifically correct, is right in its results, and far easier than the modern plan; and as to the former, the table of the division written on the side of the black-board reduces the difficulty to a minimum, and may in a short time be dispensed with as the children become familiar with the operation.

Many of H. M. inspectors, in their reports, speak very unfavourably

of girls' performances in arithmetic; but my experience is that young girls up to Standard II. inclusive learn it quicker than boys do, that in Standard III. they are on a par with boys, but afterwards are distanced by them; that they all like the lesson, and give greater attention to it than to anything else excepting history. Some inspectors disapprove of the use of the fingers in adding and subtracting, but I think their view a wrong one, for you cannot teach young children the short cuts that older arithmeticians use. I agree with them, however, in condemning "strokes," and we never allow them. I ought to have stated that the method of subtraction used by our little ones is counting after the figure to be subtracted up to the minuend.

We have no patent method for reading and writing. Daily practice and frequent transcribing, spelling without book all the hard words in the reading lesson, and even the easy ones when there are others of a similar sound, several hard words dictated to form part of the home lessons (together with sums) and to be retained on the slate till the morrow, and care taken that the reading is in a natural tone, and with the last consonant of every word distinctly sounded, are the usual course, and I do not know of a better one. Sometimes a whole class reads simultaneously, but I do not think it a good plan; but we do it in deference to the opinion of its advocates. But as in arithmetic, so also in reading, the lower Standards are kept ahead of their examination work, each frequently using the reading book of the Standard above it. The children being thus frequently taught in a harder book find their own easy, and feel no little pride in reading the book of the Standard they are aspiring to. A similar feeling attends their working sums above their Standard. The children of the first class of course can enjoy no such pleasure, but I find a fair substitute for it in explanations of such words as archbishop, parliament, &c., in the derivation of such words as Mediterranean, Himalaya, Arctic, &c., and in information about things they do not find in their books. The books which we use are those published for the several Standards by the Christian Knowledge Society.

Our "special subject" is history; and for it the thing first taught is a genealogical table of our sovereigns from the Norman conquest down to our present queen, simply marking down enough to show the descent of each one. The shell having been thus constructed any part of it may afterwards be chosen for completion. As Aristotle says, Eth. Nic. I. 7, *δεῖ γὰρ ἴσως ὑποτυπῶσαι πρῶτον, εἶθ' ὕστερον ἀναγράψαι.* But then *προαγαγεῖν καὶ διαρθρῶσαι τὰ . . . ἐν τῇ περιγραφῇ* is the work, for the genealogical table is easily learnt. By frequently drawing the genealogical table on their slates the children become quite familiar with it, and have it in their minds, as a picture, when history is their lesson; and thus the eye having assisted the ear in this subject, they easily place any historical fact in its proper position. Though this table is really the text book, the History of England published by the Christian Knowledge Society is read, though not offered as a reading book at the annual examination for the following reason, viz., it is too hard a book for Standard IV., and is not admissible (because it contains no poetry) for Standard V., although admirably adapted for it. In addition to the regular history lesson once a week, a little instruction in this subject is given every day, with particular reference to dates and to the geography involved in it. This kind of instruction is of course only applicable to the first and second classes; but yet even Standard I. is initiated in it to a certain extent, being taught some rhymes of the Wars of the Roses, of the reign of Charles I., and of the sovereigns from Edward IV. to Queen Victoria.

Our teaching of Holy Scripture is much the same as that of most other schools.

That a school may arrive at a high state of efficiency it is not enough that you should have a healthy room and a good system, but you must also have a thoroughly trained teacher (for teaching is as much an art as clockmaking is), a sufficient staff of pupil-teachers, all with their heart in the work, and also a manager equally fond of it, who giving himself to the work of teaching regularly, and not by fits and starts, inspires the whole staff and even the children with an alacrity equal to his own. And I am sure that such a manager meets with a most abundant reward in the affection of the children. Nor must it be forgotten that the foundation is to be especially attended to, and that, therefore, if any pupil-teacher surpasses the others in kindness of temper and in skill in teaching, she ought to be assigned to the little "dots," as one of our most distinguished prelates designated them.

I am, &c.

Rev. E. T. Watts, M.A., THOS. BRISCOE.
H.M. Inspector of Schools, &c.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector,* J. BOWSTEAD, Esq., *on the* BRITISH *and other* PROTESTANT SCHOOLS *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* GLOUCESTER, MONMOUTH, BRECKNOCK, *and* GLAMORGAN.

MY LORDS, January 1869.

Statistics of district.

DURING the year which ended on the 31st of August last I inspected 139 institutions, embracing 190 separate day schools. Six of these were visited for the purpose of simple inspection only; the remaining 184 were schools that claimed annual grants, and received among them the sum of 10,749*l.* 18*s.* 1*d.* as the result of my examinations. There were 32,467 children on the registers of these 184 day schools, 28,516 present on the day of examination, and an average attendance throughout the year of 22,351; whilst accommodation at the rate of eight square feet of superficial area per child was provided in these schools for 32,455 children. Thus the number of children on the books actually exceeded the accommodation provided, while the number present on the day of inspection was nearly 88 per cent., and the average attendance was nearly 69 per cent. of the number that might have been conveniently admitted.

Comparison with other parts of the country.

If these results be compared with last year's tables for the whole of England; they will be found to be very remarkable. Your Lordships' Minutes do not give the whole number of names on the school registers, but they show that, taking all the schools in England which received annual grants in the year ended 31 August 1867, the number present at examination was about 72½ per cent. of the number for whom accommodation was provided, and the average attendance was not quite 59 per cent. of the same number. Thus in my district the number of children present on the day of examination, viewed in relation to the accommodation provided, exceeded the corresponding number for the whole of England in the proportion of 88 to 72½, whilst the average attendance in my district, compared in the same way, was in excess of the general result for England in the proportion of 69 to 59. In other words, the annual grant schools in my district were much fuller, both on the day of examination and throughout the year, than the similarly situated schools in the rest of England.

Recent influx of scholars.

Had this comparison been made some years ago, I am persuaded that the result would have been very different. In fact, the figures for my district would then have corre-

sponded very nearly with the average for the whole country. But during the last two or three years I have observed the schools which I visit becoming gradually fuller season by season. I have thought that there were symptoms of an increasing desire among the working classes for the instruction of their children, and it has struck me that the class of schools which it is my duty to examine has been steadily growing in popularity. The statistics which I have quoted, and which are taken from tables prepared by resident officers of the Education Department, go far to confirm the truth of these impressions, and a still stronger confirmation is afforded by the unusual number of schools recently brought under inspection for the first time.

Appointment of inspector's assistant.

At the end of 1867 the number of new schools on the list for inspection was so great, and the prospect of augmented work in the district so serious, that I felt constrained to submit the state of things to your Lordships' secretary, and to request through him that some efficient means of meeting the difficulty might be adopted. There were two ways of doing this. Either the district might be diminished by transferring a part of it to some other inspector, or such assistance might be afforded as would enable me to continue in charge of the whole of the ground over which my supervision had previously extended. The Lord President preferred the latter alternative; an inspector's assistant was granted to me early in the past year, and the valuable aid thus accorded has enabled me to visit in due course every Protestant elementary school not connected with the Established Church, which has as yet applied for annual public aid within the four counties of Gloucester, Monmouth, Brecknock, and Glamorgan.

Great lack of aided schools.

I have already intimated that this class of schools is increasing in number very fast, and I have reason to believe that other classes of elementary schools are also extending themselves over the district with considerable rapidity; but it must not be supposed that the supply of elementary public schools is as yet by any means what it ought to be. Your Lordships have directed me to be furnished with a copy of a very instructive return,* which was ordered by the House of Commons to be printed in February last, and which gives the number of schools throughout England and Wales that have been aided by Parliamentary grants, with their accommodation and average attendance. This return, the substantial accuracy of which I see no reason to doubt, enumerates 793 parishes, townships, or places within the limits of

* Parliamentary Paper, No. 114, of the session of 1868.

my district, and shows that there are aided schools in 291 of those places, whilst in 502 of them there are no such schools. In other words, there are aided schools in somewhat less than three-eighths of the places named, but none in the remaining five-eighths.

Want not adequately supplied by unaided schools.

It must not, however, be understood that there are no elementary schools at all in the 502 places which have not availed themselves of public aid. I am personally cognizant of the existence of elementary schools in some few of those places, and I have no doubt but that schools are to be found in a certain number of others; though they decline the offer of public assistance, in some cases because they are supported by wealthy proprietors who are prevented by prejudice or a mistaken feeling of dignity from seeking it, and in others because they believe that they cannot satisfy the conditions on which it is offered. But, relying partly on my own acquaintance with the district, and partly on the unanimous opinion expressed by those who have examined large numbers of unaided schools, I consider it quite safe to conclude that the schools which do exist in these 502 unaided places must be not only altogether inadequate in number and accommodation, but generally very poor in quality.

Number of places in which additional aided schools are wanted.

Neither should it be assumed that there ought to be a school in every one of the 502 places referred to. It is true that they are all places named in the census of 1861, and are either parishes, townships, hamlets, boroughs, chapelries, or other divisions known to the authorities at Somerset House. But many of them are too small to maintain a school of their own. In Gloucestershire, for instance, which is the best educated county in my district, 224 of the places enumerated are without any aided school; but 94 of these, having each less than 200 inhabitants, would perhaps be deemed too small to support schools of their own; and thus there remain only about 130 which could reasonably be called upon to establish separate schools. In Brecknockshire the number of unaided places is 64, but 34 of these have less than 200 inhabitants; and if we assume the same standard as before for the smallest population that may be expected to maintain a separate school, it follows that only about 30 places remain to be brought into connexion with the system of public aid. It is impossible, however, to take any inflexible numerical limit, as applicable to all parts of the country, for the size of a place which ought to have a school of its own. It is necessary to look at area as well as population. Children cannot travel more than a certain number of miles daily to and from school, and if the possession of 200 inhabitants be a fair criterion in Gloucestershire it must be too high a figure for

the more thinly populated parts of Brecknockshire. The question of combination has also to be considered. Many of these small places lie contiguous to one another, and may, by uniting their resources, advantageously establish a school between them; and the same plan is obviously applicable to some places of larger population. On the whole, making allowance for combinations both of very small and of some larger places, and carefully considering the varying circumstances of different parts of my district, I think it may be roughly estimated that public elementary schools ought to be maintained in at least one half of the 502 places which have been returned as having at present no aided schools.

Estimate of number of schools required.

This calculation, on the moderation of which I have the firmest reliance, but which is at best only an approximation, shows that in my district alone there are probably at least 250 centres of instruction remaining to be brought into connexion with the public provision for elementary education; and it must not be supposed that this can be accomplished by means of 250 schools. Many of these places are large ones, and require more than a single school. Thus the parish of Mangotsfield, in Gloucestershire, which is without an aided school, has 4,222 inhabitants, and requires at least three schools for the accommodation of its 600 or 700 children of school age; whilst the parish of Berkeley, in the same county, which is equally destitute of any aided school, having a population of 4,316 persons, and the large area of 15,740 acres, requires a still greater number of schools. Nor are these the only cases of the kind. The parish of Llangattock, in Brecknockshire, with 5,759 inhabitants, and an area of 9,597 acres, has no aided school; neither has the parish of Roath in Glamorganshire, with 3,044 inhabitants; nor the parish of Machen, in Monmouthshire, with 2,700 inhabitants; whilst of parishes having more than 1,000 inhabitants, but no aided school, a long list might be formed. It is not, therefore, too much to say that, in my district alone, there must in all probability be at least 300 additional public schools before education can be made accessible to the whole of the working population.

Compulsory education requires that all schools submit to examination.

I do not forget the few elementary schools which are to be found scattered about in unaided places. Such of them as can be brought up to the needful standard of efficiency will doubtless come under inspection at no distant date, and they are not numerous enough to make any serious difference in our calculations. The existence of the rest may be ignored; for the recent Acts of Parliament concerning factories and workshops have already made education

to a large extent compulsory, and, whether these provisions be extended or not, it may be taken for granted that the law will not permanently compel any class of parents to send their children to schools which do not submit the value of the instruction they afford to some public test.

General statistics fallacious.

There are persons, I am aware, who look only at the general result of our educational statistics, and are quite satisfied with what they find there; they have before them a certain population and a certain amount of school accommodation; and if the latter bear a not very inadequate proportion to the former, they jump to the conclusion that the means of education are satisfactorily diffused over the whole country. It never occurs to them that there may be a plethora of schools in one set of places and an absolute dearth in another set; but this is just what is proved to be the case by the Parliamentary Return already referred to, and it is in this perhaps that the value of its detailed statements chiefly consists. It shows, for instance, that there are in my district 535 aided schools, which afford accommodation, at the rate of 10 square feet of superficial area per child, for 79,111 children, or about one-thirteenth part of the population, a result which may perhaps be thought not altogether unsatisfactory as an average. But it remains to be added that, out of nearly 800 enumerated places in the district, there are scarcely 300 which possess aided schools, whilst there are fully 500 which are destitute of that advantage. Most of the 300 places are doubtless well supplied, for they have amongst them the whole 535 aided schools, affording accommodation for 79,111 children. But the 500 places have no schools at all that avail themselves of the Parliamentary grant, and there is reason to believe that the few unaided and semi-private elementary schools which are scattered here and there amongst them, are generally, though not invariably, of the least efficient class. To bring the means of a sound education fairly within reach of the labouring classes in these 500 places, it will probably be necessary to have at least 300 additional elementary schools in connexion with the Government.

Probable result for the whole of England and Wales.

I have purposely limited these calculations to my own district, not feeling at liberty, in such a report as this, to apply a similar analysis to the whole of England and Wales. But a glance at the pages of the Blue Book, disclosing, as it does in almost every county, long series of blanks in the columns for schools, satisfies me that, if the whole return were carefully examined, it would disclose results similar in kind to those at which I have arrived, though they might often differ considerably in degree.

I submit, then, that there is a most pressing want of a large number of additional elementary schools, and I venture to add that I see no chance of this want being supplied within any reasonable time under our present system. One of the first principles of that system is, that the Government must always wait for local action, and never take the initiative in establishing a school; and the more knowledge one acquires of local circumstances from year to year, the more difficult it becomes to conceive that local difficulties can ever be universally overcome, unless some pressure be applied from without. What means the Government should employ in order to set the various localities in motion, it is not within my province to suggest. But one of the preliminary steps would probably be to ascertain as exactly as possible the actual wants of the least educated districts; and the Parliamentary return of 1868, to which I have so often referred, would afford most valuable aid in the conduct of such an investigation; with its help and with some local knowledge, any intelligent person, sufficiently acquainted with school affairs, might easily form reliable estimates of the number and size of the schools required, the cost of their erection and maintenance, and the scale of rates (if any) which would have to be imposed in any given district.

Want not likely to be supplied under present system.

But the amount of additional school accommodation to be provided is by no means the only question to be considered. There is at least one other point of surpassing importance, and that is the kind of school which ought to be established by public authority. I have often seen it asserted that the working classes care nothing about the principles inculcated in the schools in which their offspring are to be educated, and that, if the children of this class be well instructed in reading, writing, and arithmetic, their parents are utterly regardless of every other consideration; and I must admit the existence of facts which seem at first sight to support this assertion. There is undoubtedly among the labouring population a class of persons who have just enlightenment enough to see the value of elementary instruction, but who have no appreciation of the importance of proper moral or religious training. I have even known managers of Protestant schools complain that many Protestant parents feel no scruple about sending their children to Roman Catholic schools. But those who act in this manner do not belong to the better portion of the working class. They are rather its dregs. Wherever working men are congregated there are in these days some intelligent and thoughtful and earnest men, and these men, in the long run, are the guides and rulers of their fellow workmen. It is to such men as these

Kind of school required.

that we must look for a true interpretation of the feelings and views of the body to which they belong, and we cannot look far without discovering that they are by no means indifferent to the principles in which their children are to be brought up.

Anxiety of working classes to get unsectarian schools.

In every part of England with which I am acquainted (and I have inspected schools in some 20 English counties), I have found numerous instances of sacrifices made by working men, and by others in almost equally humble positions, for the sole purpose of securing for their children an education which should be consonant with their own views of religious polity or principle. But in Wales the feeling upon this subject pervades the whole mass of the common people, and its development may almost be said to constitute the history of educational progress in the Principality during the last few years. Education on the principles of the Established Church has been freely and extensively offered to the Welsh people, both in week-day schools and in Sunday schools; but nine-tenths of them are nonconformists, and instead of accepting these offers they have everywhere struggled, or are still struggling, at whatever cost, to establish unsectarian schools of their own, and to free themselves from what they regard as the trammels of Church Catechism, Church formularies, and Church influence. The exertions that are put forth and the sacrifices that are made with this view by persons, from whom such exertions and such sacrifices are least to be expected, are really remarkable.

Schools supported by stoppages from wages.

It is a common practice in South Wales for masters of works to form a school fund by deducting a small poundage from every workman's wages, whether the workmen have children or not, and by means of this fund to give a free education to all the children of the people employed. It is much to the credit of a great majority of the employers that they consult the wishes of the working population in the class of schools which they establish, and wherever this is the case the system produces admirable results. This is the case at Dowlais, Mountain Ash, Ebbw Vale, Sirhowy, Maesteg, Tondu, the Hafod and Kilvey Copper Works near Swansea, the Margam Copper Works, and many others. At all these places large and well-organized schools, in which the religious teaching is based solely on the Bible and is strictly neutral as between different sects, have been established by means of a poundage on wages; all the schools give entire satisfaction to the workmen, whilst most of them are in admirable condition; and if a general system of compulsory education were introduced forthwith these works would be prepared to meet the demand.

But there is another class of works in which the employers use the fund collected by a deduction from the men's wages to establish Church schools, and to bring up in Church principles a set of children whose parents are generally dissenters in the proportion of at least nine to one.*

In some cases of this kind which have come under my notice I find great discontent prevailing among the people employed. In several of them the workmen submit, as they are obliged to do, to the deduction of the poundage, but send their children to other schools and pay the usual school fees for them there. Thus they pay twice over for the education of their families, once in the works by a deduction from their wages, in return for which they get nothing that they can conscientiously accept, and a second time in providing weekly school pence for the instruction which is in accordance with their views. Nay, in many instances they have done more than this; they have built schools at their own expense.

Workmen obliged to build neutral schools for themselves.

In the Swansea valley alone three schools have been built under these circumstances, namely, the British schools at Ystalyfera, Ystradgynlais, and Abercrave, and they are all in receipt of annual aid from the Parliamentary fund. Thus in small places (for Abercrave especially is a very thinly populated place) we see two schools standing side by side where one would amply suffice; the one upheld in handsome style by the master of the works out of a poundage levied on his workmen's wages, the other supported with great difficulty by the workmen themselves, who voluntarily levy a second charge on their wages for the purpose. This is a serious waste of educational resources, and that is not the only evil. The two schools destroy each other's discipline, and it thus becomes impossible for either to be a thoroughly good one. The competition between them is not altogether of a wholesome kind, for much of it must consist in a rivalry between the teachers as to the most effectual means of humouring the children and their parents.

Evils attending denominational schools.

This seemingly unnecessary multiplication of different classes of schools is very common in Wales, not only in connexion with works, but in small agricultural towns and villages, and it has many inconveniences. It sends two, and sometimes even three, of your Lordships' officers to a remote locality in order to execute separate portions of a piece of

* It is at least doubtful whether the masters are legally entitled to devote the workmen's wages to support schools of which the workmen disapprove. A cause, involving this question, was recently tried before a very able and distinguished county court judge in Glamorganshire; and his decision, so far as it went, was in favour of the right of the workmen to have a voice in the selection of the schools which their children are to attend.

work which could easily be done in its entirety by any one of them in the course of a few hours. It also divides the inhabitants from their earliest infancy into different, if not hostile, sets. In parishes where these opposition schools exist, the children, instead of being trained up together in the same studies and the same sports, are drafted into opposite camps as soon as they can go to school, and are thus forced to take part in an antagonism which they cannot understand, and which at their tender age should be carefully kept out of sight wherever it exists. It is, perhaps, an atoning circumstance that cases of this kind prove the earnestness with which each party supports the views which it conscientiously entertains, but this very earnestness renders the prospect of combined action a very unpromising one. If a school rate for the maintenance of Church schools were attempted to be imposed in Wales, it would certainly be resisted by the great body of the people, who are nonconformists, and are almost universally determined that their children shall not be brought up under Church influences. On the other hand, if the proposed rate were for the support of British or neutral schools, such as are popular with the working classes, it would incur the unmitigated hostility of the principal landowners, who for the most part belong to the Established Church.

Progress of opinion in favour of secular schools.

It is probably the consideration of difficulties of this kind that has recently given rise, in my district, to a marked change of feeling on the subject of purely secular schools. This subject has been repeatedly brought under my notice within the last two years, and that too, in many instances, by persons of known religious earnestness, who cannot for a moment be suspected of any feeling akin to indifference as to the religious bringing up of children. Men of this class have become more alive than heretofore to the mischief caused by divisions in the matter of elementary education, and experience has taught them how impracticable it is to heal these divisions so long as the elementary schoolmaster is regarded as a professed teacher of religion. The majority indeed of the nonconformists are quite satisfied with the British and Foreign School system of undenominational Bible teaching, but that system has found no favour with the clergy of the established Church, and it is still less suited to the Roman Catholic part of the population. The Irish element has become a very considerable one in South Wales and on all the western coast of England, and the terms on which the Irish are to dwell by the side of their Welsh and English fellow workers constitutes a question of national importance. At present they seem to isolate themselves as

much as possible. They dwell in separate streets and separate parts of the towns, and wherever it is possible they send their children to separate schools, which of course are Roman Catholic schools. In the opinion of most of those who have spoken to me upon the subject, this separation is much to be lamented, and the best thing which could happen (best, not only for the Irish themselves but also for those among whom they live and for the nation at large,) would be, that the Irish should mingle as speedily and completely as possible with the old population. The amalgamation of the races would doubtless be promoted by a common education, and this is felt to be an object that would be worth some sacrifice.

Separation of religious from secular teaching.

Looking then at the difficulties caused, first as between Church and dissent, and secondly as between Protestants and Catholics, by giving direct religious instruction in elementary schools, and considering also the importance of establishing some general system of schools, to be supported by a public fund to which all could conscientiously contribute, many eminent educationists in my district have arrived at the conclusion that the work of the elementary schoolmaster should be limited to reading, writing, arithmetic, and other purely secular elements of knowledge. In the event of such a change being made, they would still consider it quite as important as it is now, to have in the schoolmaster a man of religious character and one who would be likely to impress a religious tone upon his pupils, but they would relieve him altogether from the direct inculcation of religious lessons. They believe that there would be many advantages in having religion taught apart from the ordinary class work of a busy and somewhat noisy day school with all its humours and distractions, and that the organization of the various religious bodies throughout the country is in these days quite strong enough to enable them to find the means of communicating religious knowledge and giving a satisfactory religious training to the children connected with their several congregations; and they are moreover persuaded that the activity and intelligence of the several parties leave no room to doubt that this duty would be effectually discharged.

I report these views, not as being universally approved of, but as beginning to be extensively entertained, by managers and promoters of schools which I visit, and I submit them rather as being worthy of further ventilation than as results of settled conviction. I have endeavoured to show that the Government ought to provide a very large number of additional elementary schools, and I have alluded to some of the difficulties connected with the religious teaching to be given in those schools. I do not pretend to point out how those

difficulties may at once be overcome, but neither do I regard them as insuperable; and I think it may be plausibly urged that if the State, while securing every reasonable opportunity and the utmost freedom to the teaching of religion in schools by the various denominations, could see its way to confining the direct work of the elementary teacher as well as its own supervision wholly and exclusively to instruction in secular matters, one great impediment to the establishment of a general system of national education would be removed, and there would appear to be some probability of witnessing its early realization.

I believe that the working classes in this country have a sincere and growing desire to see their children instructed in the ordinary elements of secular knowledge, and that they are also anxious to have them brought up in those religious tenets to which they themselves are attached; but they have ceased to regard these two objects as inseparably connected, or as objects that must necessarily be secured through one and the same agency. They would be willing, on the contrary, to see the secular instruction of their children given in schools common to all and supported, or at least aided, by some common public fund, whilst their religious training was provided for by those organizations of the various denominations which extend over every part of the country, and in connexion with the various congregations to which they themselves belong. Under such a system secular instruction might be rendered accessible to all, while religious opinion would be left free and unfettered, and these are two objects which, in my district at least, the people have very much at heart.

Refusal of sites for schools.

Another question, which is of importance as affecting the progress of education in my district, is that of school sites. I constantly meet with cases where some single individual is lord paramount of a whole district, and where that individual or his agents refuse either to give or sell a piece of ground for the erection of school premises, however pressing may be the want of them. Sometimes objection is made to the proposed school because it is a British one, sometimes because it is to be under inspection, and sometimes simply because it is a school. Occasionally it happens that, where there are two or three landowners in a place, each of them has some one of these objections to urge. I will not enumerate all the cases of this kind which have come under my notice; but without giving details I may mention the names of three very important places, in which the school accommodation at this moment is shamefully inadequate, simply because sites, that could be granted apparently without the least inconvenience,

are absolutely refused. These places are Brynmawr and Beaufort on the borders of Brecknockshire and Monmouthshire, and Treherbert in the Rhondda valley in Glamorganshire. Each of these places is inhabited by an industrial population amounting to some thousands, and the hardship inflicted is very grievous.

How to meet this difficulty.

Now it seems to me that a remedy should be sought for grievances of this kind, and that an adequate one might easily be found. Let a public officer be sent to report upon all such cases as I have alluded to, and in the event of his deciding that a school is wanted, let power be given by Act of Parliament to some public authority to summon a jury, to have a value set upon the land that is required, and to compel the owner to give it up on receiving its price. If it be said that this would inflict a hardship on the landowner, it may be replied that it is certainly not a greater hardship than the compulsory taking of a man's land for a railway, and that the necessity is quite as urgent. No general system of national education can ever be extended over the whole country without having powers of this kind granted to the administering department, and he landowner, who brings a large population to live upon his property, has clearly no more right to keep them in ignorance than he has to keep them without roads.

I have the honour to be, &c.

J. BOWSTEAD.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, J. D. MORELL, LL.D., *on the* BRITISH *and other* PROTESTANT SCHOOLS, *inspected by him in the* SOUTH-EASTERN COUNTIES *of* ENGLAND.

MY LORDS, January 26, 1869.

IT is now two years since I had the honour of reporting to you on the state of education in the schools to which my inspection extends. In that report I found it necessary to make some representations as to the *defects* which appeared to have grown up under the action of the present code. One of the principal of these was the *mechanical* tone which appeared to be encouraged in the schools, and the want of intellectual stimulus generally. These results I accounted for by the desuetude into which the teaching of higher subjects had fallen, and the limited horizon of thought which was ordinarily developed in connexion with reading, writing, and arithmetic.

Effects of Minute of February 20, 1867.

The tide, I trust, has now begun to turn the other way. The Minute of 20 February 1867 has certainly drawn renewed attention to the deficiency just alluded to, and in many schools where the instruction in grammar, geography, and English history had either been wholly discontinued or reduced to a well nigh useless minimum, there has been some effort apparent to revive them, and render them a part of the daily routine. The constitution of a seventh Standard has also had some good effect in the same direction, but, over and above this, I have often found that where no examination in any of the higher subjects is *invited*, this does not arise from the fact that such subjects are not taught in the school, so much as from inability or indisposition on the part of the managers to fulfil the *other* conditions on which the extra grant depends. Many of the schools, when no scholars are presented in the higher subjects, I have reason to think, could make as good an appearance, were such examination to be held, as most of the others. But the scholars are withheld from it partly from the idea that it might interfere with the lower examination, and partly from not being able to challenge the extra grant in consequence of the unfulfilled conditions.

Obstacles to the working of the new Minute.

The reasons why these conditions so often remain unfulfilled are two-fold. First, because in many they entail the payment of another pupil-teacher, while the sum attainable by the additional grant is by no means sufficient to cover the extra expenses thus incurred; and, secondly, because the schools referred to are frequently subjected to such an influx

of juvenile scholars that it is difficult, if not impossible, to bring *one-fifth* of the average attendance up to the point where grammar, geography, or history lessons form a natural part of the daily routine.

Difficulty of obtaining pupil-teachers.

I do not find that the new Minute has had any very decided effect in increasing the number of pupil-teachers. The difficulty of obtaining them still forms a standing ground of complaint amongst schoolmasters and school committees in almost every part of the country. The pupil-teacher system undoubtedly suffered a very considerable collapse with the adoption of the new Code, both as to the quantity and quality of the candidates, and from this collapse we are only as yet very slowly recovering. The authorities of the training schools complain greatly of the want of proper mental culture in the present Queen's scholars compared with what they ordinarily found some 8 or 10 years ago. The fact is that the masters (guided by the Code) give less time to their instruction than was formerly the case, and are not induced to make such a regular business of it as they used to do when the respective staffs of pupil-teachers in the schools were larger and more imposing. They cram often just enough into them to help them through the annual examination, but do not seem to aim at accomplishing very much more.

I am satisfied that teachers would find it greatly to their own advantage, and reap an abundant reward in the advanced years of the apprenticeship, if they gave more time and more systematic work to the instruction of their pupil-teachers. I do not include all teachers in these remarks, for there are undoubtedly some who still train their pupil-teachers remarkably well, but it applies I think to a large number of those now in charge of elementary schools.

Increase of schools under inspection.

The last year has been characterised by a considerable increase in the number of British and denominational schools claiming grants from the Privy Council. This has arisen in great measure from the resolution of the Congregational Board of England and Wales to withdraw their opposition from the governmental system of pecuniary aid, and to allow their students to pass examinations for gaining certificates of merit. In my own district alone (which is not one of those in which schools of this class are the most numerous,) there are two schools in Southampton, four in Brighton, two in or near Winchester, beside others in Farnham, Odiham, and various suburban localities on the south side of London, which have recently applied in pursuance of the above resolution for the examination of their teachers, and prospective grants. The last fortress of the purely voluntary

system of national education has thus succumbed to the necessities of the case—succumbed however unwillingly, and with the hope ofttimes expressed that the Government will in the long run have to assume practically a purely secular attitude in relation to the education of the people.

Nonconformist point of view.

As a large number of the schools now claiming annual grants in my district belong to the dissenting communities, and many more schools of the same class appear to be on the eve of placing themselves under Government inspection, it may not be improper here to record for your Lordships' information the view ordinarily taken by these communities respecting the nature of primary education, and the connexion which ought to exist between it and the Government of the country. Many suppose that the majority of the dissenters advocate a *purely secular* system of education. But this is by no means the case. They almost all approve of religious teaching in the day school, not based indeed on any distinctive catechism, but given in connexion with the daily Bible lesson. They consider, however, that this is a part of the education of the country with which Government, *as such*, should have nothing to do, that as those composing the entire legislature do not themselves agree in any assignable religious tenets, while they all, on the other hand, agree in educating the youth of the country in reading, writing, arithmetic, geography, and grammar, they should hold themselves responsible for instruction only in secular subjects, leaving the religious element in all schools alike to the local visitors or promoters. Thus they consider that the schools should be secular *quoad* the Government, but religious *quoad* the managers. This point of view they hold not only to be the best for the welfare of the country, but the only one which places all the school constituencies on a fair and equal footing, and they look forward to the time as not far distant when all schools alike shall be supported as *secular* schools out of the proceeds of some system of equitable rating, option being left for the promoters of each school to append religious instruction at such time and in such manner as shall not interfere with the religious scruples of parents. In other words, they would place them all under a common conscience clause, which should leave the school free for religious teaching for those who wish it, and unobjectionable to those who do not. The whole of the dissenting communities would, I imagine, co-operate at once with the greatest alacrity in any system of education grounded on a basis similar to that above described. On the other hand, considering that the legislature has to educate the children of Presbyterians in Scotland, of Catholics in Ireland, of mem-

bers of the Established Church, of Wesleyans, and of various other bodies of dissenters in England, they can see no chance of meeting the difficulties of the case except by taking one uniform secular attitude towards the whole. Of course it is not my business to say how far these views are well grounded, I merely record opinions which I find to sway the minds of a large portion of the school constituencies in the country, and which, consequently, are to be regarded as a fact, bearing more or less upon the educational proceedings of the future.

Report on the separate branches of instruction.

To return, however, to more practical points, I will endeavour in a few words to indicate the condition and prospects of education in the separate branches to which the usual school programme extends.

Reading.

First of all, with regard to reading, it is time, I think, that more attention were paid to style and expression. Since the Revised Code was introduced great attention has been paid to the reading as far as *fluency* is concerned. Fluency of course is the main point to be aimed at in order to secure a "pass." When a scholar can read the portion of his lesson, which serves as a test of his reading capacity, straight through with technical accuracy, the inspector feels naturally bound to allow the grant. But fluency is after all only the foundation and starting point of good reading. There is a host of errors still to combat before the reading can be called good. The pronunciation must at any rate be approximately accurate, the logical structure of the passage must be made apparent, the accent must be thrown upon the proper words and phrases, the sentiment must be made apparent in the general tone and expression of the voice. Good reading, in this sense of the word, is certainly rare in our ordinary schools, particularly so when poetry has to be selected as the test, nay, even a large proportion of the pupil-teachers show a marked deficiency in this respect. Whether this deficiency arise from a want of general culture or from a want of special training in the art of reading it is difficult to say; but as the operation of the Code has for the most part secured fluency, style is certainly a point to which teachers generally ought now to be turning their attention. To secure clear, intelligent, and expressive reading would of itself involve an educating process of the greatest value.

Writing.

Another thing which has been secured to a large extent is the power of writing distinctly and accurately from dictation. The process of training by which this result is secured begins normally in the first Standard, where the children must be taught to make letters correctly, and I believe from past observation that the first steps towards

good or bad handwriting are usually taken here. In nothing is there a greater diversity seen in the different schools than in the kind or style of letters which are made by the youngest scholars. Some teachers have a remarkable faculty of producing good, round, well-shaped letters from the first Standard, in other cases the letters are small, indistinct, and straggling. I have generally found that when the letters are specially good the children are accustomed to copy them very large from the black-board, every stroke being carefully supervised and corrected by the teacher. The possibility of gaining an almost uniform excellence in the formation of letters amongst the younger scholars is so manifestly proved, by the actual results produced in the schools above mentioned, that it were well for all other teachers to consider *how far* the *want* of such results is owing to faulty methods or the neglect of sufficient revision. I feel quite convinced that if sufficient care were practised in these early stages, the subsequent labour of teaching to write in our schools generally would be reduced to a very small modicum, and that a good deal of time might thus be saved out of the average period of attendance in school for advancement in other subjects. This average is in our country so small that no gains of this kind ought to be neglected or undervalued.

Arithmetic. The third of the fundamental subjects required for annual grants is *arithmetic*. I have very little to add on this head to what has often been said before. Arithmetic is always *the subject* which presents the greatest difficulty of the three, and always shows the greatest proportion of failures. When perfect accuracy is attained, we generally find that the teacher has some special aptitude, which cannot be expected from all alike. I may, however, safely say that in many respects improvement has been going on in the methods of teaching arithmetic which will no doubt in the long run much diminish the average proportion of failures, and lead altogether to better results. This is more especially seen in the additional care bestowed upon the fundamental processes of numeration, in which the Revised Code at first starting detected very considerable and very wide-spread deficiencies. Girls continue to show, in point of arithmetical accuracy, greater weakness than boys, not so much, I am inclined to think, from any greater natural inaptitude in the female scholar as from the comparatively less interest and less systematic work which is devoted to the subject by the female teachers. Something also may be due to the demands of needlework upon the time of the girls within school hours, time which is often improved by the boys in favour of additional arithmetical exercise. But whatever be the cause, any

special deficiency, where it exists, can be overcome by special effort and attention.

Of the extra subjects, geography and grammar are the two which have been the most frequently revived in consequence of the new Minute. Geography is naturally the favourite topic with the scholars, and is perhaps the most useful as a supplement to reading, writing, and arithmetic where the whole extent of the education, as in most primary schools, must be limited in time and range. The amount of collateral information conveyed in the geography lesson always ought to be and frequently is very considerable. In some cases, indeed, I find the lessons too verbal and technical to be of much use. The scholars in these cases have evidently been taught certain groups of words, such as the names of the cotton and woollen manufacturing towns; the exports and imports of England; the northern, midland, or southern group of counties; the principal rivers, mountain ranges, and so forth; while the geographical *ideas* under these phrases are very indistinct, and the knowledge consequently almost wholly valueless. In other cases (and those I hope are on the increase) the geography lesson is a really educating medium, by which the minds of the scholars become gradually opened to the realities and wonders of the world on which they live, and of the principal agencies in the progress of human civilization. Geography.

Grammar is taken up as an extra subject in the schools almost as frequently as geography, but it is much more rare to find here any considerable amount of accurate knowledge beyond definitions, or much clear-headedness in the appreciation of grammatical ideas. Indeed, with very few exceptions, the grammar examinations quite fail to reach that degree of excellence which was very commonly found in schools some years ago. The elements of sentence analysis is as yet but rarely included in the course of instruction, and without this parsing is almost sure to become technical and valueless. Grammar.

A question has been mooted in various parts of the country how far it might be desirable to give some additional encouragement to those teachers who can produce *more than ordinary* results. Under the old Code the payment by results was not recognized in any way, and each school after inspection received the full grant or none at all. Under the new Code payment by results became the *ostensible* principle lying at the basis of all annual grants. This principle is, however, as yet only very partially carried out. It is true that every scholar who fails to reach a certain standard is struck out of the paying list altogether, but Additional encouragements to teachers.

amongst those who *do* pass there is still a great variation in the scale of merit. Some teachers carry their work of preparation through the school with such a uniform vigour and thoroughness that the scholars not only pass the requisite examination, but pass it, so to say, and to spare. There is no question in their case whether the work presented is up to the proper mark or not, for nearly every scholar performs his allotted task with ease and certainty. In other schools, on the other hand, the scholars just float about the line which separates success from failure, and though a good proportion may appear eventually on the right side, yet they stand only *just* above the separating line, and only reach that position very likely by taking unwonted time and making unwonted effort. In both these cases the payments are pretty nearly precisely the same, while the results are very different, more different often than those which separate failure from success. To carry out the principle of payment by results there should be a higher scale of payment for good work than for moderate work. This could be accomplished either by lowering that scale for the one, or raising it for the other. Supposing, for example, where the work is unusually *good*, and the teacher professes some extra subject as well, the examination schedules were marked with some special sign like this ϕ to denote excellence, in place of a cross. Then if 1*s.* additional were given to the first hundred of such passes in the 4th, 5th, and 6th Standards, that would give a maximum bonus of 5*l.* additional to the teacher. The pay would, it is true, not be much for the special work he performs, but the mere fact of *receiving* such a mark of approbation would be probably more to him than the pecuniary value, and the stimulus to show work of a superior stamp would undoubtedly become considerable throughout the country. Thus a great incentive to improvement would be gained at a comparatively small cost, and if 1*s.* were *deducted* where the work is done *very moderately*, the additions and deductions would, in all probability, about balance each other.

The same principle might be adopted in reference to the pupil-teachers. An additional pound or thirty shillings granted for every paper marked good and deducted for every paper marked moderate would go far to diminish, if not remove, the ground of complaint which I have already mentioned as being often made by the training schools in reference to the moderate attainments of the candidates.

Educational problem of the future.

The educational problem of the future I imagine is not merely to supply a greater number of schools, but to raise the quality and tone of primary education throughout the

country. There are as yet some hundreds, if not thousands, of parishes in England where no inspection from any authoritative centre is admitted, and where the instruction of the people in that place consequently is simply the *reflex* of the ideas, whatever they may be, of some one or two individual promoters on whom it wholly devolves. Nor is the case frequently so very much better even where inspection is annually admitted. For here too the local ideas give the prevailing tone to the school, and thus the education of the people becomes a sort of *mosaic*, where every separate institution is carrying out its own particular notion, and nothing like a standard is either proposed or is the least likely to be attained.

Moreover, in a country like England, where little has been till recently accomplished for the instruction of the people, and where there has long been a dense population living in the depths of ignorance, the local standard of what popular education ought to be is almost necessarily low and imperfect. The possibility of elevating these masses to any *great* degree of intelligence appears so small and remote that we are apt tacitly to coincide in the notion, that all we have to do is to give the *merest elements* of mental and moral culture, and that when this is done the work of national education is accomplished. We forget that other countries around us are going rapidly far beyond this, that they have before them a much higher standard, and that the distinction of educated and uneducated classes is in their case being fast obliterated.

So natural and almost necessary does this distinction seem in our own country that there are still many who do not even *wish* to see it obliterated, who have no *desire* to do away with a comparatively uneducated class, and think ignorance, to a certain extent, a most wholesome thing for the well-being of society. This is an idea, I suppose, of which we shall all have ere long to disabuse ourselves. As machinery comes more and more into use *human* work becomes less mechanical, and more of the stamp usually designated by the term *skilled labour*; and skilled labour to be successfully carried on requires education and cultivated intelligence. The labour production of every country can without any doubt be doubled by the application of superior culture in the workman, aided by due instruction in the elements of science and art on the one hand, and of the most important laws of health and wealth on the other; nor do these things by any means lie wide apart from the moral progress of society, for the two first conditions of improvement here are proved by daily experience to be mental education and physical comfort. If neighbouring countries are pervaded by

education of a superior kind to our own, there can be no other result *in the end* than the loss of our trade, then of our wealth, then of our moral influence, and lastly of our power and prestige. Before this occurs let us hope that all the difficulties which lie in the way of the universal culture of our whole British population will have been fully cleared out of the way, and these results, so much to be deprecated, wholly intercepted.

Statistical conclusion.

In conclusion I have only to give a brief summary of my year's work, ending August 31st, 1868. During the year I inspected 184 separate elementary schools and two training schools. The number of certificated teachers in the former was 179, the number of pupil-teachers 226, and the number of assistant teachers 11. In these schools there were present at the inspection 13,347 boys and 9,078 girls, being a total of 22,425. Out of this aggregate, 12,098 were presented for individual examination according to the Revised Code, of whom 11,368 passed in reading, 11,576 in writing, and 9,877 in arithmetic. The sum granted to these schools by your Lordships was 7,910*l.* 14*s.*; the sum raised in them from school pence was 9,882*l.* 5*s.* 1*d.*, and the sum realized by voluntary contributions 5,452*l.* 7*s.* 10*d.*, while only 268*l.* 17*s.* 3*d.* came from endowments of any kind.

With these few statistics I now close my present observations.

I have the honour to be, &c.

J. D. MORELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector* HORACE WADDINGTON, Esq., M.A., *on the* BRITISH, WESLEYAN, *and other* PROTESTANT SCHOOLS, *not connected with the* CHURCH OF ENGLAND, *inspected by him in the Counties of* CORNWALL, DEVON, DORSET, SOMERSET, WILTS, *and part of* GLOUCESTER.

MY LORDS, Clifton, January 1869.

DURING the two years which have elapsed since I last had the honour of laying a report before your Lordships my field of labour has remained almost unaltered, comprising the five south-western counties. The only difference arises from the new arrangement by which registration districts have been taken instead of parishes, as determining the boundaries of each inspector's area; in consequence, some small portions of Gloucestershire and Hants are now comprised in my district. District almost unaltered.

For easier comparison with previous reports, I purpose offering my remarks under the following heads. Heads of report.

I.—SIMPLE INSPECTION SCHOOLS.
II.—ANNUAL GRANT SCHOOLS.
III.—MISCELLANEOUS REMARKS.

I.—SIMPLE INSPECTION SCHOOLS.

The following eight schools are now upon my list for simple inspection:— Number of simple inspection schools on list.

Kilkhampton, Wesleyan	Cornwall.
Exeter, Paris Street	Devon.
Coleford, Wesleyan	Somerset.
Wellington, Girls, British	Somerset.
Woodborough, British	Somerset.
Bromham, British	Wilts.
Trowbridge, Infants	Wilts.
Oldland Common	Gloucester.

At Bromham inspection is not desired. Woodborough school was referred to me, and visited as for annual grants, but on arrival I found an uncertificated mistress in charge, and as the managers did not contemplate the re-engagement of a certificated teacher, the school was removed to the simple inspection list. The schools at Kilkhampton and Trowbridge (infants) I found an opportunity to visit. The remaining four schools I was unable to inspect, and the great increase of annual grant work in this district will, I fear, render it impossible for me at present to continue to visit my "simple inspection" schools.

Generally below par.

My experience of such schools confirms my previous conviction as to the general superiority of schools under certificated teachers. Of course occasional instances will occur where the uncertificated teacher is equal to the best of certificated teachers, but such instances are so rare as only to confirm the rule by the exception.

II.—Annual Grant Schools.

(*a.*)—*Increase, Attendance, and Expenses.*

Number of annual grant schools.

The number of annual grant schools (*separate institutions*) on my list for the year ending as above, was 123, containing 177 departments, as compared with 107 schools containing 151 departments on 31st August 1868, showing an increase of 16 schools or 26 departments in the intervening two years.* But from change of date or other causes six of these did not require to be visited within the twelve months referred to; and one for want of a certificated teacher has been removed to the list for simple inspection.

Average attendance.

In the 116 annual grant schools actually inspected the total average attendance amounted to 15,114, the total number present at inspection was 17,661, as against 13,887 average and 16,630 present at inspection in 1866.

A list *nominatim* is given in Appendix.

Some considerable changes of date have been found requisite during the past two years; and as several new schools have been added to, and a few withdrawn from the list, I have given in an appendix a complete list of the schools now under my inspection with a view to annual grants, with the number of departments, date-month, average attendance, and number present at inspection in each. The names of those schools which have been added to my list since 31st August 1866 are placed in italics.

Tables I., II., and III. give statistical particulars similar to those in my last report (Blue Book, 1866–67, p. 268).

Statistics of attendance.

Table I.

Number of Children.

Present at Examination.				In average Attendance.			
Day Schools.		Night Schools.		Day Schools.		Night Schools.	
Boys.	Girls.	Males.	Females.	Boys.	Girls.	Males.	Females.
10,961	6,697	3	—	9,253	5,429	342	85

* Since 31st August 1868 schools at Cerne Abbas, Wimborne, Highworth, Charlton-Horethorne, Salisbury (Scotslane), and Dorchester have also applied for annual grants.

TABLE II. Ages of children.

—	Children on School Registers, aged												
	Under 4.	Between 4 and 5.	Between 5 and 6.	Between 6 and 7.	Between 7 and 8.	Between 8 and 9.	Between 9 and 10.	Between 10 and 11.	Between 11 and 12.	Between 12 and 13.	Between 13 and 14.	Over 14.	Total.
Number -	1,463	1,614	1,944	2,176	2,356	2,456	2,495	2,200	1,754	1,225	722	426	20831
Per-centage -	7·02	7·74	9·33	10·44	11·31	11·79	11·97	10·56	8·42	5·88	3·46	2·04	100·

TABLE III. Duration of stay at school.

—	Children on School Registers who have been in the School					
	Less than One Year.	One Year.	Two Years.	Three Years.	Four Years.	Five Years and over.
1868.						
Number in this district	7,942	4,528	2,922	1,862	1,142	1,339
Per-centage in this district.	40·24	22·94	14·8	9·43	5·77	6·73
1867.						
Per-centage in all England and Wales.	39·88	22·45	14·87	9·73	6·32	6·75

It will be seen on comparison (Table II.) that the number of children on the books under 4 years of age is 215 *less* than in 1866, notwithstanding the increase in the total numbers; this may probably be attributed to the discouragement I have continuously given to the admission of babies fit only for a *crêche*. Your Lordships' circular of 21st April 1866 has strengthened the hands of inspectors in this direction; and I am strongly of opinion that infants under the age of 3 years should not be admitted to schools, or at any rate not to juvenile schools. Where the infant school is a separate department under its own certificated teacher, it is possible that younger infants may really be taught; but in the majority of schools in this district the infants are almost invariably a part of the mixed school, frequently taught in the same room, and left to the care of an unskilled monitor of 10 or 12 years old. In these cases, at any rate, a grant of public money can hardly be fairly earned for children under the age of 3.

Should grants be paid for infants under three years old.

Table III. discloses, I regret to say, that the average duration of stay at school is little if at all better than it was two years ago; and these facts as to the attendance, even

Should not attendance at school be made compulsory.

of those children who do attend school at all, coupled with the known fact that a vast number attend no school whatever, still point, in my opinion, as I remarked in a previous report, to some system of compulsory attendance as a necessity of effective education.

Amount of Government grants.

The total amount of grant obtained was 6,585*l.* 2*s.* 2*d.* in 116 schools, as against 6,038*l.* 11*s.* 3*d.* in 104 schools in the year ended 31st August 1866, showing a net increase of 546*l.* 10*s.* 11*d.* But comparing with the average attendance, the amount per 100 scholars is but 43*l.* 11*s.* 3*d.*, or 8*s.* 8½*d.* per head, which is a little lower than was the case two years ago.

General income and expenditure.

TABLE IV.

Aggregate annual Income, as stated by Managers.

From Endowment.	From Voluntary Contributions.	From School Pence.	From Capitation Grants.	From other Sources.	Total.	Aggregate Income per Scholar in average Attendance.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d	£ s. d.
463 3 10	5,493 4 11	6,268 18 2	5,761 15 3	893 6 1	18,880 8 6	1 5 0

Aggregate annual Expenditure, as stated by Managers.

Salaries.	Books and Apparatus.	Miscellaneous.	Total.	Aggregate Expenditure per Scholar in average Attendance.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
14,988 0 3	906 2 1	3,061 16 10	18,955 19 2	1 5 1¼

The above table shows the particulars of income and expenditure. I notice with satisfaction that, although the aggregate income per scholar is (very slightly) below what it was (1*l.* 5*s.* 0*d.* per head as against 1*l.* 5*s.* 3¾*d.*), yet the expenditure is much more than correspondingly reduced, and is now only 1¼*d.* per head in excess of income, instead of 1*s.* 0½*d.* as at my last report.

(*b.*)—*Buildings and Equipment.*

Buildings and accommodation.

Accommodation is provided for 27,697 children in the 116 schools referred to. Class-rooms have been erected at Plymouth public free infant school, Wootton Bassett Br. school, Torquay Abbey Road public school, Horrabridge secular school, and Paulton Wes. school, making five out of the seven schools in which this defect was specially noticed in my last report; but the want is still felt at the remaining two schools, viz., Westbury girls and Bedminster girls and

infants. The new schoolrooms at Ilfracombe and at Bovey Tracey have been finished, and spacious and lofty buildings at Penzance were close upon completion when I last visited the Wesleyan school at that place.

Ventilati

As regards ventilation, I trust that by constant remarks upon the subject, some improvement has been effected, but I still find that even in new schoolrooms, excellent in other respects, due ventilation has been neglected. It seems to be considered that sufficient has been done in this respect if two or three windows, frequently not half-way up to the roof, are made to open; or if, in better cases, provision is made for the egress of foul air, floor-gratings or other means for the ingress of fresh air are forgotten. The more general erection of cisterns for regular flushing of the out offices would also be a great advantage; generally speaking, it is thought enough if the roof water-pipe is passed into the offices. The schoolroom floors are also frequently kept in a very dirty state, in some cases they are washed only *once a year*.

Drainage.

Accounts.

The new and simple method of account keeping, recommended by your Lordships' accountant through the Circular of October 1867, is being adopted throughout the district; it renders the accounts comprehensible at a glance, and seems in every way to work well.

Marking registers.

There is still some difficulty in securing strict and accurate attention to the proper time for marking registers, so as to ensure the full *minimum* attendance of two hours, especially in winter afternoons. Some teachers have also found a difficulty in the wording of supplementary rule 12, as to registers being "finally closed" after the marking; as, not unfrequently some scholar is obliged each day, or on certain days of the week, to leave school early; in such cases of course the attendance mark should be cancelled if the scholar has not been under instruction for the requisite time.

(*c.*)—*Teaching Staff.*

Teaching staff.

The teaching staff comprised 152 certificated teachers, 11 assistants, and 195 pupil-teachers, as against 141 certificated teachers, 11 assistants, and 179 pupil-teachers in 1866. As a rule, I feel sure that the certificated teachers work with conscientious diligence, and where there is failure or defect in the results, I am confident it is far more often due to want of personal power or of sufficient assistance than to want of will or of hard work. Allowing for the increased number of schools, the proportion of pupil-teachers is very nearly the same as it was two years ago. The difficulty of obtaining fit candidates, specially males, continues to be great, and a large number of the pupil-teachers do not now go on to the training colleges. I observe that not a single

Number of pupil-teachers.

female pupil-teacher from this district was a candidate for admission last Christmas at the Wesleyan normal college.

Want of thought manifest.

The want of *thought* and of *intelligence* to which I have once before referred is still observable in the pupil-teachers' papers, and their instruction in school management wants more care and attention; in looking over the exercises worked by female candidates at the normal colleges last Christmas, I was surprised at the marked weakness exhibited in this subject; more especially poor and commonplace were the "notes of a lesson" in almost every instance.

Collective examinations of pupil-teachers.

Fifteen collective examinations of pupil-teachers were held, and in addition one pupil-teacher and one candidate were examined separately; the subjoined table gives the particulars at a glance.

TABLE V.

Place where examined.	Number of Pupil-teachers present.		Number of Candidates present.		Total.
	Males.	Females.	Males.	Females.	
Plymouth	15	17	10	12	54
Taunton	2	5	—	3	10
Barnstaple	5	3	2	1	11
Swindon	—	—	—	1	1
Bristol	4	1	3	—	8
Torquay	1	3	1	3	8
Westbury	5	1	1	1	8
Bath	9	5	9	2	25
Bridport	6	6	4	—	16
Ditto	1	—	—	—	1
Wareham	2	2	2	—	6
Exeter	3	2	2	1	8
Tiverton	3	11	1	1	16
Penzance	10	7	11	5	33
Truro	4	1	—	3	8
Liskeard	2	2	1	—	5
Falmouth	3	1	4	6	14
Total	75	67	51	39	232

(*d.*)—*Discipline and Instruction.*

Discipline.

Discipline is far more often good in its narrower sense of orderliness than in its true and wider signification, including moral tone. I would entreat teachers, amid the unavoidable press and hard work of meeting the requirements of the Revised Code as to individual *instruction*, not to lose sight of that which is far more valuable, true *education*; what is it but to put edged tools in a child's hand if he be taught to read, to write, and to cypher, but not taught to be modest, honourable, truthful, cognisant of his true position, his veritable duties in the world?

The following table shows the results of individual examination in the three elementary subjects:— Instruction.

TABLE VI.

—	Presented for Examination and fulfilling Articles 40–47.	Per-centage of Passes on Examination in			
		Reading.	Writing.	Arithmetic.	Total.
South-western districts in 1868 - - - { Day schools -	9,298	85·54	85·99	67·86	79·79
{ Evening schools -	330	319	289	244	86·05

It will be seen that the per-centage of passes is rather lower for day schools, and higher for evening schools than at the date of my last report. Per-centage of passes.

As regards the standard of "pass" in the elementary subjects, I have adhered with scarcely any variation to that laid down at pages 280–282 of my last report. Standard of "pass."

Your Lordships' Minute of 20th Feb. 1867 has directed renewed attention to the cultivation of geography and grammar. One or other of these two subjects has been, almost exclusively, the one selected by managers for examination under that Minute, although history also is occasionally taught. Out of the 168 departments referred to, I find that but eight have obtained the full extra grant, 18 have obtained the grant for Standard VII. only, while no less than 132 have either not claimed it or have failed to secure it. It would seem that the attainments in these subjects have fallen to a very low ebb since the introduction of the Revised Code. I have not found it feasible to form a satisfactory judgment on the sufficiency of attainment in the extra subject by a *vivâ voce* examination, and have therefore adopted the paper work system. My requirements in geography comprise a good knowledge of Great Britain, some knowledge of Europe, and the mere outlines of the other continents, with the elementary terms of geography and their meanings. In grammar a sentence of 15 to 18 words, written on the black-board, is to be fully and correctly parsed, showing the relations of the words to each other. Extra subjects under Minute of 20 February 1867. At a low ebb. Standard for "pass" in geography. In grammar.

One or more tenths of the grant have been deducted in 27 departments during the year, viz., in 16 cases for faults of instruction and defective attainments, in four cases for generally unsatisfactory report, in two for faults of discipline, in one for state of premises and defective attainments, in one for discipline and attainments, in one under supplementary rule IX., in one for inaccurate returns, and in one for defective registers. Tenths deducted.

Excellent school at Bridport.

While on the subject of instruction, without one moment's disparagement to many other good schools in my district, I feel bound specially to notice the admirable results produced in the Bridport boys' general school by Mr. Beard. At the last inspection 241 scholars above six years of age were actually examined individually, and *every one of these passed* in each of the subjects. Only two scholars were purposely not presented of those eligible by attendance. Mr. Beard was then working a school with an average attendance of 248, with only two pupil-teachers and two candidates.

III.—Miscellaneous Remarks.

Hand-writing of females.

In revising a large number of exercises worked by female candidates for admission to the normal schools last Christmas, I was struck by the angularity of the penmanship. This is a defect which might be easily remedied if mistresses would insist upon a round large hand as the standard for a good mark in this subject; but I am often told that the parents prefer the angular hand as more "elegant," and that consequently the teachers are obliged to adopt it for girls.

Suggestions for improving it.

I would recommend that scholars in Standard I. be taught to make their letters of a very large size, the capitals an inch and a half high; they thus appreciate more accurately the real form of each letter. In Standard II. again, the "line "of print" should be copied in a large round hand. These precautions would go some way towards forming a really good hand in the more advanced standards.

Reading.

As regards reading, prolonged experience has only strengthened my conviction of the inexpediency of relying too much upon the so-called "look and say" method; its occasional use may be beneficial to encourage fluency, but if reading be taught solely or mainly by this method a frequent result is defective spelling. The 6th Standard scholars, in such cases, having to read in a newspaper or book not seen before, are staggered at any word not already *known*, and have no idea of catching the sound from the spelling.

"Look and say" method.

Reading of poetry.

In the 5th Standard poetry reading is usually defective in expression and in punctuation; to correct the former fault the readers should be constantly and carefully questioned upon the subject-matter of the poem, as the want of expression very often arises from an absolute ignorance of the meaning.

All my schools have been visited without arrear.

In conclusion, I am happy in being able once more to report that (with a single exception, where, *at the managers' request,* inspection was deferred a month) every annual grant school referred to me for inspection has been duly visited within the limits of the month assigned to it, and that consequently this district has never been in arrear during the

five years since my entry upon it. I trust that the appointment of an assistant may be allowed by your Lordships before long, as the greatly increased number of schools renders it now a far more difficult task to overtake in due time the labour of each month.

I have the honour to be, &c.

HORACE WADDINGTON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

TABLE of SCHOOLS on MR. WADDINGTON'S LIST for ANNUAL GRANTS, corrected to March 24th, 1869.

These tables also give the name, number of departments, date-month, average attendance, and number presented for examination, for each of the annual grant schools inspected during the year ended 31st August 1868, by Mr. Waddington, in the south-western district.

Each Table comprises a county. Br.=British, Wes.=Wesleyan. Evening schools are not considered as separate departments.

COUNTY OF CORNWALL.

I. Name and Denomination.	II. No. of Departments.	III. Date assigned for Inspection.	IV. Average Attendance.	V. No. presented for Examination.
Delabole, Br.	1	May	55	43
Launceston, Br.	1	„	54	38
Lewannick, Wes.	1	„	43	30
Bottoms (St. Levan), Wes.	1	June	47	46
Camborne, Br.	2	„	257	179
Hayle, Copperhouse, Wes.	2	„	120	71
Hayle, Foundry, Wes.	1	„	82	61
St. Ives, Wes.	2	„	146	95
St. Just, Wes.	2	„	115	78
Mousehole, Wes.	1	„	124	93
Newlyn, Wes.	1	„	109	70
Penzance, Wes.	2	„	159	130
Redruth, Br.	1	„	157	78
Redruth, Wes.	2	„	202	107
Wall, Wes.	1	„	82	65
Bodmin, Wes.	1	July	71	60
Charlestown, Wes.	1	„	56	36
Constantine, Br.	3	„	197	119
Devoran, Wes.	1	„	62	57
Falmouth, Br.	3	„	301	186
Helston, Wes.	2	„	111	67
Liskeard, Boys, Br.	1	„	136	76
Liskeard, Girls, Br.	1	„	123	57
St. Mawes, Wes.	2	„	70	48
Penryn, Wes.	2	„	140	101
Truro, Br.	3	„	344	204
Wadebridge, Wes.	1	„	86	60

COUNTY OF DEVON.

I. Name and Denomination.	II. No. of Depart-ments.	III. Date assigned for Inspection.	IV. Average Attendance.	V. No. pre-sented for Exami-nation.
Bovey Tracey, Br.	1	January	101	24
Bridgetown (Totnes)	1	,,	67	37
Brixham, Br.	1	,,	63	59
Buckfastleigh, Br.	1	,,	80	79
Furrough Cross, Free Church	1	,,	85	40
Ipplepen, Wes.	1	,,	57	49
Torquay, Abbey Road, Public	2	,,	271	150
Exeter, Mint Lane, Wes.	2	May	224	138
Holsworthy, Wes.	1	,,	52	26
Ilfracombe, Br.	1	,,	54	31
Tiverton, Bampton Street, Br.	3	,,	119	21
Tiverton, Elmore, Br.	1	,,	110	42
Tiverton, Heathcotes, Br.	3	,,	360	242
Topsham, Wes.	2	,,	114	65
Woodbury, Broadmeads, Endowed	2	,,	104	40
Devonport, Royal Naval and Free	3	October	553	387
Horrabridge, Secular	1	,,	88	68
Kingsbridge and Dodbroke, Br.	2	,,	183	108
Plymouth, Public, Free	4	,,	1,178	646
Stoke Dameral, Br.	2	,,	257	181
Tavistock, Br.	3	,,	325	191
Appledore, Wes.	1	November	78	61
Barnstaple, Wes.	2	,,	227	142
Bideford, Br.	2	,,	265	192
South Molton, Br.	1	,,	134	51
South Molton, Wes.	1	,,	43	40
Seaton, Br.	1	,,	80	76

COUNTY OF DORSET.

Athelhampton, Br.	1	April	61	47
Blandford, Br.	1	,,	—	—
Bridport, General, Boys, Br.	1	,,	248	246
Bridport, Girls and Infants, Br.	2	,,	257	113
Corfe Castle, Br.	1	,,	46	30
Lyme Regis, Br.	1	,,	56	33
Poole, Boys, Br.	1	,,	90	77
Poole, Girls, Br.	1	,,	96	54
Portland, Wes.	1	,,	90	79
Sherborne, Br.	2	,,	171	116
Swanage, Br.	2	,,	63	43
Wareham, Br.	2	,,	137	85
Weymouth, Boys, Br.	1	,,	93	51
Cerne Abbas, Br.	1	December	—	—
Dorchester, Br.	1	,,	—	—
Wimborne, Br.	1	,,	—	—

COUNTY OF GLOUCESTER.

Kingswood Hill, Br.	2	January	139	113
Kingswood, Wes.	2	,,	221	144
Hanham, Wes.	2	December	165	93

COUNTY OF SOMERSET.

I. Name and Denomination.	II. No. of Departments.	III. Date assigned for Inspection.	IV. Average Attendance.	V. No. presented for Examination.
Bristol, Langton Street, Wes.	1	January	143	98
Frome, Milk Street, Br.	2	February	143	85
Frome, Wes.	2	,,	117	86
Harptree, Br.	1	,,	37	28
Lullington, Br.	1	,,	45	27
Oakhill, Br.	1	,,	51	44
Paulton, Wes.	1	,,	71	48
Petherton, North, Br.	1	,,	70	63
Street and Walton, Br.	2	,,	90	36
Bath and Bathforum, Br.	1	March	162	133
Bath, Harley Street, Br.	1	,,	66	39
Bath, Trim Street Chapel	1	,,	45	19
Bath, Walcot Chapel	2	,,	110	59
Keynsham, Br.	2	,,	102	70
Weston-super-Mare, Br.	1	,,	123	83
Clutton, Br.	1	April	51	38
East Coker, Br.	2	,,	210	100
Milborne Port, Br.	1	,,	98	56
Bridgwater, Friarn Street, Infants	1	November	125	57
Chard, Br.	1	,,	—	—
Dunster, Wes.	1	,,	58	25
Midsomer Norton, Wes.	1	,,	—	—
Nettlecomb (Sir W. C. Trevelyan's)	1	,,	—	—
Taunton, Br.	2	,,	225	136
Taunton, Original Infant, Br.	1	,,	71	29
Wellington, Br.	1	,,	158	131
Yatton, Br.	1	,,	56	43
Charlton-Horethorne, Br.	1	August.	—	—
Bedminster, Br.	2	December	—	—

COUNTY OF WILTS.

Bratton, Br.	1	February	58	32
Chippenham, Br.	2	,,	134	70
Corsham, Br.	1	,,	59	48
Road, Wes.	1	,,	77	48
Sherston, Br.	2	,,	31	37
Warminster, Br.	2	,,	162	75
Westbury, Boys, Br.	1	,,	35	22
Westbury, Girls, Br.	1	,,	76	36
Wootton Bassett, Br.	2	,,	140	107
Bradford-on-Avon, Boys	1	March	43	26
Bradford-on-Avon, Girls	1	,,	97	56
Cricklade, Br.	1	,,	63	47
Devizes, Br.	2	,,	146	125
Dilton's Marsh, Infants, Br.	1	,,	96	46
Melksham, Br.	2	,,	93	72
Swindon, New, Free Ch. Ch.	1	,,	85	66
Swindon, Wes.	1	,,	76	59
Trowbridge, Boys, Br.	1	,,	131	81
Trowbridge, Girls, Br.	1	,,	82	37

I. Name and Denomination.	II. No. of Departments.	III. Date assigned for Inspection.	IV. Average Attendance.	V. No. presented for Examination.
Downton, Boys, Br. - -	1	May -	104	86
Downton, Girls, Br. - -	1	„	93	68
Fisherton, Br. - - -	1	„	63	51
Salisbury, Wes. - - -	1	„	47	38
Highworth, Br. - - -	1	August.	—	—
Salisbury, Scots Lane - -	1	„	—	—
Calne, Br. - - -	1	December	—	—

N.B.—The 23 schools in italics have been added to my annual grant list since 31st August 1866 ; three of these, in Gloucestershire, have merely been transferred to me from Her Majesty's Inspector, Mr. Bowstead ; and two (at Seaton and at Nettlecomb) have been transferred from clerical inspection ; the remainder are really new upon the annual grant list. The 12 schools for which columns IV. and V. are left blank were not required to be visited within the twelve months.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, HENRY J. LYNCH, Esq., *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in* SCOTLAND, *and in the Counties of* NORTHUMBERLAND, CUMBERLAND, DURHAM, *and* YORK.

MY LORDS, January, 1869.

IN the year ending upon 31st of August 1868, I inspected 119 schools, comprising 217 departments, which on the days of my visits were attended by 25,252 children. These numbers do not include 21 evening schools examined by the managers under Arts. 142–49, the papers of which (2,621) were subsequently revised by me. Number of schools, of departments, and of scholars.

My duties also comprised the examination of 321 pupil-teachers and candidates for apprenticeship, and a visit to the Roman Catholic Training School at Liverpool in company with my colleague, Mr. Stokes. Number of pupil-teachers and candidates.

The limits of my district remain as they were at the time I took charge of it in 1860, with the addition of the county of Cumberland, in which there are only five Roman Catholic schools subject to inspection. Area of district.

In the year 1861, which was the first in which I had the honour of submitting to your Lordships a General Report, I find that I visited in Scotland and in the counties of Northumberland, Durham, and York 137 departments, attended upon the days of my visits by 16,138 children. Increase of work since 1860.

A comparison of these numbers with those of the past year will afford some idea of the increase of labour which these eight years have brought with them, but a very inadequate one, unless it be remembered that the introduction of the Revised Code in the interval has added immensely to the labours of Her Majesty's Inspectors, both in the actual examination of the schools and in the subsequent revision of papers.

These circumstances and the additional consideration that to reach the schools of my district involves the necessity of taking journeys extending from Beauly and Eskadale in the north of Scotland to Sheffield and Hull, its southern limits, have obliged me to represent to your Lordships that I cannot hope in future, without aid, to keep down an accumulation of arrears of work.

The increase in the number of the schools in my district, at the same time that it adds to my own labours, is a gratifying proof that those interested in the promotion of education amongst the Roman Catholics of the north have not General progress since 1860.

neglected to avail themselves of the advantages which the existing system offers, and that an experience of the working of the Revised Code has justified the anticipations of those who framed it, not merely by promoting efficiency in the teaching, but by inspiring confidence amongst managers of schools in its material results.

The formation of new schools during the past eight years and the extension of existing ones have not been confined to any one part of my district, but are to be found in every quarter where there exists a Roman Catholic population.

General progress in Yorkshire.

In Sheffield a large and excellent boys' school has been built with aid from your Lordships' grants, and forms a flourishing department of St. Vincent's schools.

St. William's school, also in Sheffield, has been opened in a suitable building and placed under certificated teachers.

At Attercliffe and Masborough new schools have been erected.

At Barnsley an infants' department has been added to the other departments of that well-conducted school.

A small but suitable mixed school has been opened and placed under inspection at Pontefract.

The new building at Hunslet is also used as a mixed school.

At St. Ann's, Leeds, the boys' school has been put under inspection, and is now taught in the building formerly used as a girls' school, and the girls' and infants' departments, the latter a recent creation, occupy the large premises formerly the boys' school.

The girls' and infants' departments of St. Mary's, Leeds, have been placed under inspection.

In Bradford an excellent building has been erected, St. Joseph's, in which a mixed and infants' schools are now taught.

An infants' school has been added to the existing departments of St. Mary's schools in Bradford.

St. Patrick's schools, Bradford, have been remodelled and improved.

A small rural school has been opened at Gargrave, and put under the care of a certificated teacher.

The handsome and suitable buildings erected by the late Sir Charles Tempest at Skipton are now occupied by three departments, boys', girls', and infants', under qualified teachers.

At Tadcaster a small mixed school recently opened has been placed under inspection.

At St. Joseph's, Hull, the school building has been remodelled and an infants' department added.

An excellent school has been built at Ripon, and is now taught as a mixed school.

At Wakefield a mixed school under a mistress and an infants' department have been opened in new and excellent buildings.

At Huddersfield a boys' and a girls' school have been opened, also in new and suitable buildings.

At Halifax, St. Mary's, a mixed school under a mistress has been placed under inspection.

At Dewsbury a large mixed school, also under the charge of a mistress, has been opened, and at Batley a similar institution has been formed and put under the care of a qualified teacher.

A small rural school at Sancton has also been placed under a certificated mistress.

General progress in counties of Durham and Northumberland.

The old buildings at Darlington have been enlarged and improved.

At West Hartlepool a mixed school has been opened under a mistress, and at St. Bega's, Hartlepool, a mixed school under a master.

At Blackhill commodious and suitable schools have been built, and are now taught in two departments.

New buildings, in which three departments have been formed, supply the place of a very indifferent mixed school at South Shields.

At North Shields an infants' school has been built.

A boys' and a girls' school, both under trained teachers, have been opened at Walker.

At Gateshead new buildings have been erected, and are now occupied by a mixed school and an infants' department.

The building occupied by the girls' and infants' departments, St. Andrew's, Newcastle-on-Tyne, has been considerably enlarged and improved.

A well-arranged girls' school has been built at St. George's, Sunderland.

At Durham a new school, St. Godric's, has been placed under a certificated teacher.

At Sacriston a small mixed school has been opened.

At Washington a large and well-arranged mixed school has been built.

A new building at Coxelodge is now occupied by a flourishing mixed school. At the Felling large and suitable schools have been built.

General progress in Cumberland.

The old building at Berwick-on-Tweed has been refitted and improved.

At Carlisle new and suitable schools have been opened, St. Bede's.

A new building has been erected at Workington, and at Cockermouth a small mixed school put under inspection.

General progress in Scotland.

At Dalkeith a mixed school under a certificated mistress now occupies the building erected some years ago.

St. Andrew's boys' school, Edinburgh, has been removed from the old premises to a new building in another part of the town.

In Niddry Street a large and suitable building is now occupied by a girls' and infants' school under certificated teachers.

The infants' department of St. Mary's, Lothian Street, has been put under the care of a qualified teacher.

A girls' and infants' school has been opened in the Grass Market, St. Ignatius'.

At Leith a school, which had been for some time closed, has been re-opened under a certificated mistress.

St. Mary's, Stirling, has been rebuilt and enlarged.

At Denny a suitable mixed school has been built and is now taught by a certificated master.

At Lennoxtown a small well-arranged mixed school has been placed under inspection.

At Perth new buildings have been erected aided by your Lordships' grants, in which a mixed and an infants' school are now taught by certificated mistresses.

St. Stephen's, Dundee, with a large boys' school under a master and an infants' department under a mistress, has been put under inspection.

St. Mary's, Dundee, has been enlarged by the erection of a boys' school, now under the care of a certificated master.

At Lochee a mixed school under a certificated mistress has been opened.

An excellent mixed school under a mistress is now taught in very suitable premises at St. Stephen's, Blairgowrie.

At Dufftown, Keith, Huntley, and Buckie, very suitable mixed schools, taught by mistresses, have been put under inspection.

New buildings at Chapeltown, Glenlivat, are occupied by boys' and girls' schools under the care of a certificated master and mistress.

At Tomintoul a mixed school under a master has been put under inspection.

The school at Dumbarton has been placed under the charge of a certificated mistress.

The infants' department of St. Joseph's, Glasgow, is now taught by a qualified mistress.

The boys' and infants' departments at St. Mungo's, Glasgow, have also been placed under qualified teachers.

St. Patrick's boys school, Glasgow, has been put under inspection.

The boys' school at Partick is now taught by a certificated master.

A mixed school in very suitable premises has been opened at Eastmuir.

The boys' department of the new school, St. Vincent's, Glasgow, is now under inspection.

A girls' department has been added to the school at Airdrie.

At Chapelhall a mixed school under a mistress has been opened.

A mixed school has been opened at Mossend, taught by a certificated mistress.

At Carfin a mixed school under a certificated mistress has been opened.

At Wishaw a large mixed school, taught by a mistress, and an infants' department, also under a certificated mistress, have been placed under inspection.

A mixed school under a mistress has been opened at Carluke.

At Pollockshaws a large mixed school under a mistress has been placed under inspection.

A new school has been erected at Nitshill and another at Neilston, both taught as mixed schools under mistresses.

At Paisley new buildings are now occupied by boys' and girls' schools under certificated teachers.

At Linwood and at Johnstone small rural schools under certificated mistresses have been opened.

St. Mary's, Greenock, has been transferred to new premises, and a boys' department under a certificated master added.

A large mixed school under a master has been put under inspection, St. Lawrence's, Cartsdyke.

A new school has been built at Saltcoats, and is now taught by a certificated mistress.

At Kilmarnock excellent buildings have been erected and a large mixed school opened under a qualified teacher.

Schools withdrawn from inspection.

While I can note these numerous claimants for aid from your Lordships' grants added to the Roman Catholic schools in my district since it has been intrusted to my charge, the instances of the withdrawal of schools from inspection have been singularly few.

Broughton and Yarm in consequence of the possession of adequate endowments, and Beverley and Pathhead, I believe from inability to maintain qualified teachers, and the school in Aberdeen for no reason that I have ever been able

to ascertain, have dropped out of my list at some time or other within the past eight years.

State of instruction. The beneficial effects of the Revised Code become from year to year more manifest by rendering the work more accurate, thorough, and well graduated.

Teaching of the higher subjects. It is true that the teaching of subjects higher than those required for obtaining grants under the Code, has nearly passed away in my district since its introduction, and that the inducements, held out by the Minute of 20 February 1867, have as yet produced but meagre results in restoring it.

Some few schools in which the higher subjects have throughout maintained their position as branches of the instruction, and notably St. Mary's boys' school, Newcastle-on-Tyne, have presented children for examination under the new Minute, but the number of these schools is small.

Registers. I now find few instances in which the state of the registers when presented to me affords any ground for complaint; they are generally kept with neatness and accuracy.

Log-books. The log-books are also kept with regularity, *i.e.*, I find some kind of entry for each day that the school has been open, but it is rarely that I am able to observe any trace of intelligent and sustained observation of the state and progress of the instruction throughout the year.

School accounts. Since it has become necessary that the accounts should be examined by an auditor, whose signature attached to Form IX. is essential, I find few instances in which the school account book is not kept in a manner to justify confidence in the accuracy of the returns.

Teachers. I found in 1860, 83 certificated teachers engaged in the schools of my district; there are now 169.

Female teachers. The admirable institution for the training of female teachers which the Roman Catholics of England possess in the Normal school at Liverpool, continues to send out year after year to the schools of my district young persons who have enjoyed every advantage that the highest order of instruction can afford. Their conduct and the example they give in their varied spheres of labour are proofs, if proof be needed, that an early education, in which religious influences are the basis, is as necessary for the instruction of our teachers as it is for every class in society.

Masters. Our training school for masters at Hammersmith, under many disadvantages and discouragements, has sent to my district several teachers of whose success it may well feel proud, and very few whose career has been attended with discredit.

Pupil-teachers.

I examined, in 1861, 255 pupil-teachers and candidates in my district, and during the past year 321. The change in the position of pupil-teachers, which has resulted from the introduction of the Revised Code, has not yet produced its full fruits, and it would be premature to express a decided opinion as to its ultimate effects.

I have the honour to be, &c.

HENRY J. LYNCH.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, S. N. STOKES, Esq., *on the* ROMAN CATHOLIC SCHOOLS *inspected by him in the* NORTH-WESTERN DIVISION OF ENGLAND.

MY LORDS,

Number of schools and children inspected.

THE summary of reports furnished to me, represents that during the year ended 31 August 1868, I inspected 75 schools subdivided into 187 departments, attended on the days of examination by 12,502 boys, and 14,497 girls. This attendance of 26,999 scholars in 75 schools, or 360 scholars in each school upon the average, demonstrates the extraordinary size of the institutions which I inspect in the manufacturing districts of Lancashire and Cheshire.

The whole number of schools referred to me for inspection in the course of the year upon which I now report was 125; and if the schools inspected for me gave an attendance equally large upon the average with those which I inspected myself, there would be a total attendance upon the days of inspection of 45,000 scholars.

Numbers so enormous amply justify the petition for relief which I submitted to your Lordships in 1867.

Schools newly aided.

Since my last report four schools, viz.; *Liverpool*, St. Augustine; Manchester, St. Aloysius; Rhyl, and Southport have been withdrawn from my annual grant list, and 21 schools have been added to it, viz.; Liverpool, St. Alban, Mount Carmel, and Blackstock Street; Manchester, St. St. Austin, and York Street; Salford Adelphi; St. Helens the Gerard, and Victoria; Chipping; Heywood, and Lydiate, which are in Lancashire; and Birkenhead St. Laurence; Chester; Crewe; Heaton Norris; Rock Ferry; and Runcorn, which are in Cheshire; and Newport, Shrewsbury, and Wellington in Shropshire; and Wrexham in Denbighshire.

Substitute employed.

But the year's inspection has been only partially accomplished by me. When, early in 1868, I was placed upon the Royal Commission of Inquiry into Primary Education in Ireland, the Lord President sanctioned the employment of Walter Scott Coward, Esq., as my substitute in inspecting schools, and in this capacity Mr. Coward has examined the schools which I was myself unable to visit. My assistant, Mr. Harden, has during the year continued to render us very efficient aid in examining children under the standards of the Revised Code.

Suggestions.

The circumstances which I have mentioned, necessarily break my survey of the year's operations, and therefore, in

place of a minute account of facts observed in a particular period, I beg leave to submit a few more general observations upon (1) school buildings, (2) half-time scholars in ordinary schools, (3) success or failure of present system in extent, (4) means of further extending it.

Style of new schools.

1. A survey of the school buildings which have been erected in my district during the last twenty years cannot fail, I think, to produce on the mind of one accustomed to consider the uses and objects of schools an impression of undue and ill-applied extravagance. I know not whether the style commonly preferred for school buildings may be a consequence of the denominational system of education, or whether it should be attributed with more justice to the predilection or prejudice of the architects employed. But from whatever cause new schools in the greater number have been designed in the Gothic style by architects who have won reputation by their Gothic churches. Now I venture to think that the uses of a school bring it much nearer to a domestic than an ecclesiastical edifice; and I am confident that the main features of the Gothic style, as understood and reproduced by modern architects, are wholly unsuitable for school purposes. The roof, high and open; the windows, narrow or heavily mullioned, and filled with latticed glass; the stone stair, steep and winding; the flue projecting externally and the deeply recessed fire-place within; the doors, massive and ill-fitting; such features have a beauty of their own, but each of them in its measure destroys the utility of a school.

Gothic unsuitable.

The uses of a school bear closer resemblance to the nursery than the church. A schoolroom should be cheerful, light, warm, well ventilated without draughts, accessible, yet so cut off from other rooms as neither to inflict nor receive the annoyance of noise. When Gothic designs meet these conditions, they may be selected for schools; as yet they cannot be said to do so, though some Gothic schools are far less objectionable than others. The worst perhaps of all, when cost of structure is compared with suitability of results, may be considered to be the Oldham St. Mary and the St. Helen's Lowe House Schools.

Two points in school building appear even in the most thoughtfully planned new schools (*e.g.*, Manchester, St. Wilfrid,) to deserve more attention than they receive, these are the stairs where there is an upper room and the offices everywhere. As I see reason to think that in these two points the school buildings which I inspect are inferior to the best class of Protestant schools, I would recommend the promoters of new Roman Catholic schools not to rely

entirely upon the plans of their architects or the example of other Roman Catholic schools, but to seek permission to examine the methods adopted in the most highly approved schools within their reach and to imitate the best of them.

Evils of costly schools.

The unsuitability of Gothic designs forms the primary objection to their adoption. They may also be objected to on the score of costliness, and though I am aware that some architects profess to put up Gothic buildings as cheaply as the modern style, yet as a matter of common observation it is notorious that more money is expended upon Gothic than upon more domestic schools. Where the whole outlay is borne by the landlord, as by Sir Humphrey de Trafford at Barton-on-Irwell, it would be impertinent to reflect upon the cost; but in the common case of a congregation combining to raise funds for the erection of schools it seems to be within the duty of Her Majesty's Inspector to give warning of the injury to the education of a district which may follow from extravagance in building a particular school. The case I contemplate is one of a large congregation proposing to raise 4,000*l.* or 5,000*l.* for the erection of a handsome school contiguous perhaps to their church or chapel. To do this will cost them a great effort; that effort will exhaust their resources, or at least their zeal for education for many years to come. Meantime it will be found that children residing in the outlying parts of the parish cannot be drawn into the central school. Some are too young and remote, others too timid to cross the streets. Then there springs up the unhappy national difficulty; the English will not attend school with the Irish, or the Irish with the English. Social distinctions add yet another obstacle, the scholars of the central school dress so well that the children of the very poor cannot be induced to face them. In short, experience speedily proves that for the complete education of the district more schools are needed. But the extravagant outlay upon the central schools, which perhaps even now are not satisfactorily filled with children, has so drained the congregation that no one is able or willing to undertake the duty of further school extension. For example, about the year 1850 a great effort was made by the congregation of St. Chad's, Manchester, to build schools for the whole parish, including the Irish quarter of Angel Meadow, and a spacious and costly structure was erected. But no effort could succeed in drawing the children of Angel Meadow to Cheetham Hill Road for many consecutive days, and an interval of 15 or 16 years had elapsed before the people could undertake the erection of another school in Angel Meadow itself,

Example.

chiefly for the younger children of the locality. At length the effort was made, and the two schools of St. Chad and St. William now work admirably together, securing a daily attendance of about 1,000 children. In this case no doubt the want of a second school was finally supplied by the zealous pastor and united flock. Yet even here the want was felt for many years before it was possible to meet it, and similar wants in other places less happily circumstanced have not been met at all.

My advice to the promoters of new schools may be briefly summed up; build schools at moderate cost in a suitable style, with slight regard to external show but with careful attention to every internal convenience.

Half-time system.

(2.) The extension of the Factory Acts and the passing of the Workshops Act are great achievements in educational legislation, and since every child who performs any manual labour (except in agriculture) is now bound by law to attend school concurrently with its daily occupation, the time seems opportune for some inquiry into the effects of the half-time system upon the children themselves as well as upon the schools which they frequent.

It is unnecessary to refer to the regulations of the Print Works Act, because they are generally acknowledged to be so defective as to require modification. The other Labour Acts agree in imposing the obligation of *daily* school attendance upon all working children between certain ages. What does experience so far show to be the results of this legal provision?

Mill schools.

Schools attended by half-time scholars may be subdivided into mill schools, where the attendance is wholly composed of half-time children, and ordinary schools frequented in the main by children attending school twice in a day, with a certain admixture, larger or smaller, of half-timers who come to school but once in each day. As I have had under my inspection but one mill school, I am of course unprepared to offer an opinion upon schools of that class. The particular school which I had an opportunity of watching was established by Messrs. Sparrow of Blackburn, and after achieving considerable success it finally disappointed its benevolent founders and was discontinued. No argument can be based upon one failure.

Half-timers' ordinary schools; why excluded.

I am accustomed to visit several schools which admit half-timers with ordinary scholars, and several other schools which refuse to admit them. In refusing to admit half-time scholars the managers of schools are understood to be influenced by such considerations as follow: Half-timers bring into school rude manners and foul clothes; they are

less amenable to discipline than others, as in fact they pay for themselves; they are generally more backward, and, coming upon legal compulsion, less willing to learn; they are often so wearied by labour, especially in the afternoon, as to be incapable of following the lessons; they are bound to attend school in the morning and, except in mid-winter, in the afternoon for longer hours than schools are commonly kept open; they derange the school time-table, as, where they attend, lessons in religion, reading, writing, and arithmetic, have to be given twice every day, in the morning and afternoon, and (unless the half-timers miss every other lesson) the same lessons given in the morning must be repeated in the afternoon,* to the manifest loss of ordinary scholars; their factory time books necessitate a double registration, which is very burdensome.

Why admitted.

In the mind of managers, who receive half-time scholars into ordinary schools, these difficulties are outweighed by the desire that Roman Catholic children should be permitted to attend schools of their own religious persuasion, and by the hope that the pence stopped out of their wages and handed over as school fees, together with the Government grants offered upon exceptional terms, will add to the resources of the school.

Schools not bound to admit half-timers.

Since the law now requires every working child to be at school, but does not require any school to receive the working children, I venture to think the question may very properly be considered what would happen if anywhere all the schools declined to receive half-timers on account of the inconveniences which their presence undoubtedly entails.

Want of success in half-time system.

In offering my experience of the results produced upon working children by the system of half-time attendance at school, I am sorry to be unable to speak with the unhesitating confidence of some better authorities. That the hours of labour are wisely limited by law for the protection of the young, that schools afford the best refuge for children when prohibited from labour, that half-time attendance at school tends to promote education, I see no reason to dispute. But experience thus far affords little ground for an expectation that the half-time system will produce a working population fairly educated.

Upon parents of careless habits the prospect that at eight years of age their children will be sent to school as half-timers without fee from them produces the very same effect

* In girls' schools, where an hour in the afternoon is commonly assigned to needlework, this difficulty is extremely great.

as hope of free admission to an endowed school in the class above them. In both classes parents shirk the duty of paying fees for the early education of their children, and await the time when schooling will come without a drain upon their pocket. In the labouring class with which I am concerned this delay is ruinous. In too many cases children brought up in the streets, their only playground, have at eight years of age acquired habits which, added to their ignorance of the elements of learning, and to the exhausting nature of their work, obstruct the educating influence of the primary school. Other drawbacks are not wanting. Whenever they remove from one factory to another they also change school. Whenever the mill is stopped or they are out of work they attend no school at all. They constantly look forward to the day when they may work full time, and at or before the legal age they accomplish their desire by leaving school altogether without having derived great advantage from attendance as half-timers.

Extension of system.

(3.) In estimating the extent to which the established system of administering the Parliamentary grant for education has succeeded or failed in meeting the need of the population with which I am concerned, the first step would be to ascertain the number of Roman Catholic inhabitants within the district. But unfortunately no means exist for fixing this number with accuracy. I venture to express a hope that the census of 1871 will include an inquiry into the numbers professing different creeds, since, on the assumption that the denominational system of education will be maintained, it is of importance to national interests to determine how many children of each creed and in what localities require to be provided with schooling. Meantime, an approximation to the actual facts may be obtained by assuming that a primary school is needed wherever a congregation exists, and that primary schools cannot be efficient and satisfactory without external help. I am aware that exceptional cases may be found. One congregation may be too small to need a school, in another the school may be so well endowed or otherwise so happily circumstanced as to need no assistance. But generally it will be true to say that the system administered by the Committee of Council has succeeded more or less completely wherever aided schools are found, but has failed to succeed in reference to congregations where no such schools are met with. Accordingly I have taken from the Catholic Directory for 1869 a list of missions within my district and divided them into two classes as they have or have not aided schools.

Want of religious census.

Liverpool diocese: MISSIONS in the HUNDREDS of WEST DERBY, LAYLAND, AMOUNDERNESS, and LONSDALE, in LANCASHIRE, which make up the ROMAN CATHOLIC DIOCESE of LIVERPOOL.

Aided schools.

Contain aided Schools.

Liverpool, St. Nicholas.
„ St. Alban.
„ St. Anne.
„ St. Anthony.
„ St. Ethelburge.
„ St. Francis Xavier.
„ Holy Cross.
„ St. Joseph.
„ St. Mary.
„ Our Lady of Mount Carmel.
„ Our Lady of Reconciliation.
„ St. Peter.
Ford.
Alston Lane.
Appleton.
Ashton-le-Willows.
Birchley, Billinge.
Birkdale.
Bootle, St. James.
Burscough.
Chorley.
Cottam.
Euxton.
Ferneyhalgh.
Fleetwood-on-Wyre.
Garstang.
Great Crosby.
Great Eccleston.
Hindley.
Ince Blundell.
Lea.
Lydiate.
Lytham.
*Maudesley.
Newsham.
Old Swan.
Peaseley Cross.
Prescot.
Preston, St. Augustine.
„ St. Ignatius.
„ St. Joseph.
„ St. Walburge.
„ St. Wilfrid.
Rainhill.
South Hill.
St. Helen's, St. Mary.
„ Holy Cross.
Sutton.
Thurnham.
Warrington.
Widnes Dock.
Wigan, St. John.
„ St. Mary.
„ St. Patrick.
Willows Kirkham.
Woolton, Much.
Douglas, Isle of Man.

Schools not aided.

Contain no aided Schools.

Liverpool, St. Edward.
„ †St. Augustine.
„ St. Michael.
„ St. Philip Neri.
„ St. Patrick.
„ St. Vincent of Paul.
†Lancaster.
Aigburth.
Anderton.
†Aughton.
Barrow-in-Furness.
Bedford Leigh,
Bescar.
Bishop Eton.
Blackbrok.
Blackpool.
Bolton-le-Sands.
Bootle, St. Alexander.
†Brindle.
Claughton.
Clayton Green.
Coniston.
Croft.
Croston.
Esthwaite.
Formby.
†Gillmoss.
Golborn.
Goosenagh.
Hornby.
Huyton.
Leyland.

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* This school received a Government building grant, but has never qualified for annual grants.

† Schools attached to these missions at one time received Government aid, but have ceased to do so.

Little Crosby.
Netherton.
Newton-le-Willows.
Ormskirk.
Orrell.
Portico.
Poulton-le-Fylde.
Preston, the English Martyrs.
„ St. Mary.
Rixton.
Scorton.
Skelmersdale.
*Southport.
Standish.
Tyldesley.
Ulverston.
Waterloo.
Weld Bank.
Westby.
Woolston.
Wrightington.
Zealand.
Castletown, Isle of Man.
Peel.
Ramsey.

MISSIONS in the HUNDREDS of BLACKBURN and SALFORD, in LANCASHIRE, which make up the ROMAN CATHOLIC DIOCESE of SALFORD. Salford diocese:

Contain aided Schools. Aided schools.

Salford, St. John.
„ St. Peter.
Pendleton.
Accrington.
Ashton-under-Lyne, St. Anne.
Aspull.
Bacup.
Barton-on-Irwell.
Blackburn, St. Alban.
„ St. Anne.
Bolton, St. Peter and St. Paul.
Burnley.
Bury.
Chipping.
Clitheroe.
Great Harwood.
Haslingden.
Heaton Norris.
Heywood.
Manchester, St. Alban.
„ St. Alphonsus.
„ St. Ann.
„ St. Augustine.
„ St. Chad.
„ St. William.
„ St. Patrick.
„ St. Mary.
„ St. Wilfrid.
Mossley.
Oldham, St. Mary.
Rochdale, St. John.
„ St. Patrick.
Stonyhurst.
Stydd.
Towneley.
West Gorton.

Contain no aided Schools. Schools unaided.

Ashton-under-Lyne, St. Mary.
Billington.
Blackburn, St. Mary.
Blackley.
Bolton, St. Edmund.
* „ St. Marie.
„ St. Patrick.
*Brownedge.
Bury (New Mission).
Enfield.
Failsworth.
Fairfield.
Farnworth.
Hapton.
Lee.
Levenshulme.
Longridge.
Manchester, *St. Aloysius.
„ St. Edward.
„ St. Michael.
„ St. Joseph.
„ Ackers, St.
„ St. Clare.
Middleton.
Oldham, St. Patrick.
*Osbaldeston.
Over Darwen.
Pleasington.
Radcliffe.
Rawtenstall.

* Schools attached to these missions at one time received Government aid, but have ceased to do so.

Ramsbottom.	Todmorden.
Samlesbury.	Walton-le-Dale.
Stretford.	Whitworth.
Swinton.	

Shrewsbury diocese: MISSIONS in CHESHIRE, SHROPSHIRE, and NORTH WALES which make up the ROMAN CATHOLIC DIOCESE of SHREWSBURY.

Aided schools. *Contain aided Schools.*

Shrewsbury.	Northwich.
Newport.	Rock Ferry.
Wellington.	Runcorn.
Chester, St. Wereburga.	Stalybridge.
Altrincham.	Stockport, St. Philip and St. James.
Birkenhead, St. Wereburga.	,, St. Joseph.
,, Our Lady.	Wrexham.
,, St. Laurence.	Holywell.
Crewe.	Flint.
Hyde.	Talacre.
Macclesfield.	

Schools unaided. *Contain no aided Schools.*

Acton Burnell.	Nantwich.
Aldenham.	Neston.
Bridgenorth.	Puddington.
Broseley.	Sale Moor.
Madeley.	Saltney.
Market Drayton.	Sandbach.
Mawley.	Seacombe.
*Middleton.	Stockport, St. Michael.
Oswestry.	Upton.
Plowden.	Bangor.
Shiffnall.	Carnarvon.
Whitchurch.	Llandudno.
Chester, St. Francis.	Denbigh.
Bollington.	Ruthen.
Congleton.	*St. Asaph.
Darland Hall.	St. Beuno.
Dukinfield.	Mold.
Hooton.	Pantasapn.
Knutsford.	*Rhyl.
*Liscard.	Holyhead.
Middlewich.	Welshpool.

Many of the missions containing no aided schools have primary schools which are not aided; and again, many schools not directly aided derive some benefit from the Parliamentary grant, since their masters or mistresses have been pupil-teachers in aided schools or in other ways have obtained some of the advantages of the training system instituted by your Lordships' Committee. But, on the other hand, it is in the very missions which contain aided schools that the most pressing wants call for the further extension of means of education.

(4.) While the Committee of Council possess no power of initiation, nothing, as it would seem, can be done for places

* These schools were at one time aided, but are so no longer.

which do not voluntarily put forth claims for assistance. The Department has no connexion with or knowledge of any persons living in them. But for the masses of neglected children in large towns, living often in close proximity to aided schools, something might, as I think, be attempted without seriously deranging the system in operation. Here the Department possesses in the known managers and certificated teachers of schools, a wide spread agency, whose powers for good have not been fully utilized.

Means of extending system

The changes of the Revised Code have in no respect exercised a more beneficial influence than in leading school managers to occupy a position of extended usefulness. In taking upon themselves the full and undivided responsibility for the management of schools, they have become familiar with the administrative rules of the Department and the reasons of them; they have learnt to exercise a sound discretion in the choice of teachers and assistants, to superintend the course of instruction, to exert means for securing a steady attendance of children, and to manage carefully the financial concerns of schools. But the managers of what I would call a complete town school, that is, a school divided into three departments for boys, girls, and infants respectively, each under its own trained certificated teacher with a competent staff of assistant or pupil-teachers, are sure to aggregate to themselves the few neighbours disposed actively to promote popular education, to draw into their well-conducted schools the children of the more respectable among the labouring class, and in exhausting the resources of the vicinity to render more hopeless than ever the condition of those who neglect to attend.

through managers.

Again, the trained teachers freely accept the duty of teaching the elements of learning to the bulk of their pupils, and discharge it most successfully by methods from which other teachers might well profit.

What I would beg leave to propose for consideration is, whether the managers of such town schools and the trained teachers in their employ might not be encouraged to extend education to the neglected masses around them. It appears to me not beyond hope that the prospect of grants upon practicable conditions might induce managers of existing central schools to open "schools of ease" where, in plain rooms and under homely teachers, the valuable experience already gained might be made of avail towards carrying the moral and intellectual benefits of education down to the classes not reached by established institutions. Details are beyond my province, but the main features of the plan which is in my mind are such as follow:—The managers of a school now aided, upon certifying that additional school accommoda-

"Schools of ease" recommended.

tion was required within a certain distance, might be allowed to apply for grants towards an auxiliary school to be under their own management. Such an auxiliary school should receive no grant for bare attendance of children nor on account of any children not individually examined, but it might be allowed grants upon individual examination together with a fixed proportion, perhaps one half, of the rent of the room. The managers should pledge themselves that the general methods pursued in the auxiliary school resemble those of the central school under direction of the certificated teacher. They might be permitted to keep the accounts of the two schools in common, so that any excess of subscriptions or grants obtained by the central school would be applicable without deduction towards the support of auxiliary schools.

By some such mode of encouragement as the above I think that the energy and experience of zealous managers and trained teachers might be economically and most advantageously spread over a wide field of usefulness.

I have the honour to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, JOHN GORDON, Esq., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *inspected by him in the Counties of* LANARK, RENFREW, DUMFRIES, *and* BUTE.

MY LORDS, Edinburgh, December 1868.

THE last year's inspection embraced all the schools which, as annually aided, I was honoured with your Lordships' directions to inspect. They were 223 in number, occupying "separate buildings, and separately managed," and comprised in all 335 "departments where separate teachers were employed"; the total attendance on the days of inspection amounting to 33,623. The assistance of Mr. Calder on this, as on other occasions, was invaluable.

The remarks to which this statement gives occasion refer to several distinct particulars.

Only annually aided schools inspected.

1. The inspection included no school aided only by building grant, and on that account only, subject to inspection; the number of such schools in the district being about 20. Nor did it include any unaided school to which inspection might have been invited, had it been supposed likely that the invitation could be accepted. The schools aided by annual grants were all that, under existing arrangements, could possibly be visited in the course of the last year. Yet the direction in the circular of August 1867 was not overlooked;—for the state of unaided schools helps to reveal more plainly the advantage that others have derived from aid; and, again, inspection without aid is not without benefit to the school itself, by exciting voluntary efforts for the removal of observed defects in its management, accommodations, apparatus, and otherwise. This was clearly proved by experience of the results of the first seven years of the public inspection, directed as that expressly was, not merely to obtain information, but to promote improvements in tuition and in the general economy of the schools,—in which several respects that course of simple inspection was by no means unfruitful.

New admissions to annual aid.

2. The schools for the first time admitted to annual aid in the course of the last year were 18 in number,—and not more, for various reasons. School managers, before fulfilling the conditions of augmentation, have often preferred to await the changes that seem now approaching in the whole elementary school system; and on the part of teachers, some are not willing to comply with the conditions of aid that require their possession of the Government certificate, and their surrender

of adjunct offices of some emolument; and some are not satisfied with article 48 of the Revised Code, or with some portion of its details—perchance also with some other parts of the Code. "Withal," says one of their number, who on this point speaks the sentiments of others, "I had rather "accept of the Revised Code as we now have it, and of the "judgment and authority that preside over it, than of the "parish boards which are now in prospect." On the whole, it is apparent, as stated in the report of the Committee of Council for 1867, that the "will is oftener wanting than the power to obtain the grants." The schools of all descriptions, and in all connexions receiving annual aid in the landward parts of this district, are 292 in number, forming rather less than one-half of the whole number of elementary schools existing in the same landward parts of the district.*

Aid discontinued.

3. The schools that have dropped from the list of the annually aided in the course of the last year are four in number; in the course of the last 14 years, 32. The circumstances that have led to these changes are: that the teacher, by some mischance, has been succeeded by another without certificate; he has himself not chosen to seek certificate, when that became necessary to his having the continued benefit of pupil-teachers; the resort to the school has declined from diminished population; the school has been absorbed in another; the schools called "ragged" now derive their share of the public aid from another Department; the accommodation, from increased attendance, has become insufficient. But the remarkable fact is, that during all those years there occurs not a single instance of a school ceasing to have aid from the failure of the voluntary subscriptions; showing that these have not been so uncertain a resource as might be supposed. When voluntary subscriptions are given at the call of whole Churches, as of the Established and the Free, experience has shown that their amount may be well relied on; but the case is different and more noticeable, when the subscription is that of individuals or small communities, and is yet so steadily continued.

Location of the schools.

4. The fitness of the location of the schools may be pretty well seen in the amount of the attendance they attract. The average number of children present at inspection in the last year was for each school 146; those having less than 50 present being 25 in number; those having more than 300 and less than 500, 21; having more than 500, 6.

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* Statistics relative to Schools in Scotland, Education Commission, 1865.

It has not been stated that any of these schools are, in the opinion of the teacher, materially injured or incommoded by the vicinity of any other, aided or unaided; and there is some reason to believe that the like may be *generally* the experience of the latter. At the same time, in the very populous towns of this district, the schools are, of course, often near to each other; and in the country, a distance of only two miles sometimes warrants the rise of another school more convenient to a portion of the people distinct, it may be, in its occupations and habits. It may be well, then, to mark the nature of any disadvantage that may be occasioned by the proximity of schools to one another. Economically it seems but little, for if such schools came to be united in one, the teaching power of the latter and its cost must be proportionally increased. The question would then be, whether, in the case supposed, the large school or the small one were preferable for the end which is common to both, of effective instruction. Experience shows that in that respect the large school has commonly the advantage,—wherever, at least, there has been no marked error in the choice of its teacher; for instruction is ever benefited by the sympathy of large numbers collected for the same lessons. On the whole, however, it may be doubted whether, out of the large towns, there be *very many* situations that present any pressing or fair occasion for the union of two or more schools.

5. The inspected schools, and the proportion which they bear to the whole number of the same kind in the district, are enumerated under the following descriptions:— Description of the schools.

——	Number.	Per-centage of all of same kind.
Parochial - - -	52	31
Sessional - - -	52	
Subscription - -	119	31

It will be observed that the class of adventure schools, comprising in the landward parishes of this district 123, does not appear in the list of the inspected or the aided. This, for the three reasons that mainly occasion their exclusion—the want of local superintendence, the want of local contributions, the want of teacher's certificate from central authority. Each of these conditions of aid has its ground in circumstances that give to it a perpetual propriety, and so the Royal Com-

mission on Education in Scotland includes in the scheme which it offers to the country a positive requirement on each of these important points. So far that scheme, and so far the conditions of annual aid, accord or do not accord with the voluntary practice of the country.

The schools here named were, at the outset, well prepared to meet the conditions of annual aid; all had the requisite local government made to hand. The first had the voluntary subscription already realized in the voluntary portion of the Statutory salary. Congregational contributions for the Sessional schools are never, or very seldom, wanting wherever Sessional schools exist, that is, in the large towns. The Subscription schools include 50 at mining stations, where much of the income reckoned as voluntary is derived from voluntary appropriation by the workmen, of a fraction of their weekly wages—an instance of resource for the support of schools at once so natural and so fruitful as to merit imitation wherever circumstances may possibly permit.

It may be further observed, how general is the admitted claim of aid for the schools of all classes, not excepting the endowed parochial. When a committee of the House of Lords inquired, in 1845, concerning the state of the parish schools of Scotland, the Statutory salary did not exceed 35*l.*; and the evidence went no further than to recommend the increase of the maximum to 50*l.* or 60*l.* The estimate of what was requisite for the efficient management of the common schools, and in particular of the fitting amount of their teaching power, was then much lower than it has since most properly become. The Act of 1861 advanced the maximum to 70*l.*, and to 80*l.* when apportioned to "two or "more schools established in any parish in terms of the Act;" and still, the parish schools share the Parliamentary grants on the same conditions as the rest. The effect of this twofold provision, conjoined with other circumstances in the constitution of the parish schools, has been to maintain their position of superiority among the common schools of the country, and to present them as objects of ambition and reward to the more deserving teachers. It may be hoped that, in any future arrangements, the like superiority of a class of schools throughout the country will continue to be kept up for the same obvious advantages. Some difference of rank among the elementary schools, and perhaps of the sort now indicated, seems contemplated in the 54th section of the draft bill of the Scotch Education Commission, where candidates for the National schools are required to produce certificate either

from the Committee of Council or from the University examiners, the source of the certificate being taken, apparently, to indicate its grade.

6. The degree in which the schools serve different classes of the population may appear from the following enumeration:— Class of the population served by these schools.

	Number of Schools.	Children present at inspection.
For town population - - -	84	17,236
„ mining „ - - -	55	7,809
„ factory „ - - -	9	910
„ agricultural „ - - -	85	6,598

It is observed, that the provisions for these schools are not materially affected by the industrial or other description of the people for whom they are intended, excepting only the schools at mining stations,—where the managers have commonly provided school-buildings so eminently large, commodious, and well furnished with all requisites, as to contribute of themselves not a little to the furtherance of the teacher's work. Instances of the like liberality, though less frequent, are not rare among the schools of other classes elsewhere; and they cannot fail to impart a very favourable impression of the power of voluntary effort in this matter.

It is further observed that the class of the school, as above distinguished, does not in any noticeable degree determine any special quality in the subjects of instruction. The instruction is much the same for children of the town and of the country, of the mines and of the factories, and for the children of both sexes. There is, however, one effort at what may be termed technical instruction, which is found in a rather considerable and sensibly increasing number of the schools; this is in the various kinds of drawing, geometrical, engineering, and architectural, as exemplified in the practising department of the Glasgow Normal School, Annfield, St. Matthew's, Portland Street, St. Andrew's, David Street, Dundyvan, Whiteinch, Nelson Institution, Highland Society, &c. In such cases, the master himself has ever some marked talent of the kind, and it is commonly reflected more or less in the performance of some portion of his pupils.

"I have seen," says the head of a large engraving establishment, "specimens of drawing from one of these schools in

"the west, done by youths of 13 or 14, which give the "surest promise of future eminence, should art become their "profession."

In the common schools, however, there is but little room for any branch of technical instruction while the attendance ends so early as it usually does, and it seems that any considerable development of it must be reserved to a somewhat later period, and for a school specially designed for such instruction, and placed at some convenient centre. Night schools also might be well employed for this purpose.

A few years ago, as formerly noticed, a lectureship was set on foot in Glasgow, for "men practically engaged in "underground work, and for raising the standard of under-"ground overseers; for mechanics, such as wrights, black-"smiths, engineers; and for young men desirous of obtaining "a knowledge of mining." The experiment had every advantage from the competency of the teacher, and was not unsuccessful, but ended after a few years' trial. Its place has been supplied—it may be feared inadequately—by the night lectures occasionally provided for the workmen at some of the mining stations, through the commendable exertions of the mine owners, and their agents.

Teaching power.

II. For the 223 schools, the teachers, principal, secondary, and assistants under Minute, are 345 in number, giving on an average 1 to 97 of the whole number of pupils present at inspection. Adding a few assistants, uncertificated, and 493 pupil-teachers, the schools exhibit a good average amount of teaching power; while there are but 20 of their number having over 70 pupils, unsupplied with more than one teacher of any grade, or unsupplied with pupil-teachers.

It is of some consequence to note how, when the school has two or more teachers, the school work is distributed amongst them. One is always ranked as the principal, having his own department undivided, with a general oversight of the rest. The latter either take part as occasion requires, in any portion of the whole work, or a division of it is assigned exclusively to them, and commonly among the juniors. This last is the more frequent, and seems the better arrangement, for these reasons:—1. It realizes, at least in germ, the plan so often recommended of having two or more teachers, one for the lower, another for the higher branches, whenever, as in the parish and other schools, the instruction is not merely primary, but in part superior. Of late, the "departments "under separate teachers" have sensibly increased, and the tendency in that way seems to grow. It is plainly occasioned by what the Revised Code requires in the method of individual examination; and thus, what was before seen to

be desirable, takes place almost necessarily under the operation of a plan not specially thereto directed. In this important respect, the Revised Code has certainly promoted much improvement in the organization of the schools. 2. Where a second teacher has been tried, the effect is soon apparent in the improved results of the individual examination, and mainly in that section of the school which has been put under the second teacher's care. This is only what was to be expected from the division of the teacher's labour, and the more distinct assignment of its limits. 3. Other reasons might be added for the preference of a "separate department" where female teachers are concerned, and for committing to their charge the junior portion of the children.

The increase of the teaching power assuredly promises some gain to the more advanced instruction. But it is yet too soon to expect that this should appear in any very noticeable degree. For one thing, the great obstacle to progress in that respect obstinately remains in the short and irregular attendance of the older pupils.

On this, and perhaps on other accounts, the more advanced instruction seems still to require some special encouragements, such as might be given by an appropriate application of the school funds, derived as these are from the various sources of local rates, voluntary contribution, and public grants, all of which are, even now, available to one class of the schools, the Parochial, and all of them not unlikely, by and by, to constitute the dependence of the rest.

Of the pupil-teachers who completed their apprenticeship in the course of the last year, a few stated their intention not to pursue the teacher's calling. The number that dropped the apprenticeship uncompleted, under the liberty at present allowed by their engagement from year to year, was considerable. On the other hand, the candidates for apprenticeship during the last year (110 males, 64 females) were about as numerous as at any former time; and the number admitted much exceeded the number whose apprenticeship, complete or incomplete, ended in the course of the year. The supply of this mode of assistance appears not to have been greater in this district than the demand, and the latter, on the whole, to have been pretty well measured to the need, though in Glasgow it was met by some deficiency in the supply of male candidates.

III. The Revised Code, in its important Article 48, with the relative parts of Forms IX. and X., has produced more exact statistics of school attendance than had been obtained in Scotland at any time before. The sum of these

Attendance.

statistics for the 223 schools is comprised in these two particulars:—

The average attendance - - -	33,057
The number presented for the Standard examinations - - -	19,782

The number presented thus appears to fall greatly short of the average attendance, and it represents only those who, in the course of the year, had attended, however irregularly, for so many times as would amount to 20 weeks or more. Of the unpresented whose attendance had been of that amount or more, some had already left the school, more were only absent at the time, and some were unprepared. If compared with the number that attended in the course of the year for any length of time, the short-coming in the number of the presented would, of course, be very considerably increased.

It seems, then, to signify comparatively little, to mark the amount of attendance on any certain day, or the number on the school registers for whatever length of time during the whole year, when the number that irregularly and perhaps barely make out the 20 weeks attendance is so different from either of these enumerations.

Another proof of the short and irregular attendance is seen in the greatly diminished proportion of the pupils that arrive at the 6th Standard; scarcely a twentieth part of the whole number presented. In this negative manner the standard examinations speak less favourably of the state of progress than they do by the sum of the actual failures which they present.

The statutory obligation to attend school, seems in some respects, as warrantable and proper for other children as for those of the mines, factories, workshops, &c. Only the interference with labour and its value is by no means of the same amount in all cases, and the requirement of school attendance is not so practicable where the children are not congregated in considerable numbers for a common occupation and subject to a common oversight. The exemption of the latter from the obligation to attend has perhaps no better apology than this:—"Dans la voie du progrès politique, "nous voyons de temps à autre, l'ancien moule se briser, les "institutions sociales s'élargir, l'individualité du citoyen "occuper une place mieux défini; en adoptant la contrainte "en matière d'education primaire, ne vous semble-t-il pas "que l'on marcherait en sens inverte de la voie ordinaire du

* Congrès International de Bienfaisance de Londres, 1862.

" progrés." Meantime, these facts, not solitary in their respective kinds, may be noticed. The attendance in a large school at a mining station is quite regular,—for the managers have insisted that the workmen's children, after five years of age, shall attend it daily; at another place, the master strictly requires the cause of absence to be certified by the parent, and dismisses when it does not satisfy. Still better, an able teacher fills his school, and keeps it filled by the interest in his work, with which he inspires his whole neighbourhood. The thing to be above all desired and promoted is, of course, that the people of their own accord, and not by force of law, should see that their children receive, for a proper time, what the school has to offer. *Hæc pietas mihi Cæsar erit.* But as the case is so commonly very different throughout the country, the question of compulsion properly claims consideration.

IV. The results of the examination during the last year at the 223 schools, evening classes included, appear in the following statement:— Results of standard examinations.

—	Number examined.	Reading.	Writing.	Arithmetic.
Standard 1 - -	5,716	5,596	5,474	5,300
„ 2 - -	4,809	4,624	4,762	4,298
„ 3 - -	3,821	3,750	3,378	3,429
„ 4 - -	2,897	2,833	2,346	2,488
„ 5 - -	1,636	1,627	1,428	1,410
„ 6 - -	903	902	840	806

This is, on the whole, a better account of the matter than had been obtained in former years, and it comprises some instances of large schools showing a remarkable rate of proficiency, also instances of other schools showing as remarkable a rate of improvement accomplished in the course of a single year. In the latter cases, the teacher has not only for the first time taken the needed assistance, but has become more satisfied of the fitness of the method of individual examination as a test, at least *pro tanto*, of the real condition of his school. He himself being true to his duty, has presumably been used to test and know the progress of each individual pupil; and the individual examination is thus seen to accord exactly with his own practice, adding only the more-distinct notation of results, and the consequent report.

It is matter of some moment to mark what proportion of the pupils are found still remaining in the school in one year, after they have undergone the 6th Standard examination. Commonly, there are some that, having already taken that examination, are not required, or do not choose, to take

it again, some that are offered under the new standard seventh, and some that have not made the requisite attendances. But, on the whole, the number that for these reasons are not presented for examination, though still present, is of very small amount.

Instruction beyond the standards.

V. To estimate and to mitigate the import of that fact, it is proper to observe:—1. That those presented for examination under the standards, at least under the three most advanced, receive a great deal more instruction than the standard examination includes, that is, in religious knowledge, geography, grammar, and arithmetic. These subjects are taught in all the schools; and more, in some. 2. When the instruction has been accurate in the three simple subjects of the standards, may it not be expected that the sense of having done well so far, will dispose as well as fit, more readily to make further progress at a future time, than would otherwise have been the case? 3. In every good school much is taught that does not appear ostensibly in the programme. The reading lesson book, for instance, does not serve only for instruction in the mere art of reading, it is a miscellany of interesting and useful knowledge; and for imparting such by suitable explanation and question, it ever should be used, though it is remarkable how often this is neglected. The method indeed of so treating the reading lesson, is essentially discursive, and so quite opposite in its nature to the regular and progressive method proper for other studies; but in the practice of education, one method often differs in its whole principle from another, while both, in due measure, are yet admissible and good. In the instance now referred to, examination in the subject-matter of the reading lesson, should be as habitual as it is on any other subject, if only for the reason that it countervails the less liberal, and so to speak, the somewhat mechanical application to the branches merely instrumentary. In many of the schools, this practice is well exemplified, in too many it is carried on remissly, and with somewhat less diligence than had been seen in former years. At the same time, as formerly noticed, there is some compensation in the more frequent practice in the upper classes, of writing abstracts of the import of reading lessons.

It is observed that the teachers look with increasing and lively interest to the results of the standard examinations as summed at the close of an inspection. This could scarcely happen were it not felt that the progress of all pupils, at every stage from first to last should be as accurate as possible; that it is not a new, or needless, or profitless thing to observe what the merits of that progress at each stage have been; and that the earlier stages of the standards are not those

that have the least claim to attention, both by reason of their sure influence on those that follow, and by reason of the short and interrupted attendance at many schools, leaving but little opportunity to proceed much further. Has the greater care bestowed on the three simple subjects of the standards told unfavourably on the further progress of the school?

The subjects of elementary education beyond those specified in the standards, are as many as they have ever been. No school in which "the scriptures are not read daily," (Art. 8); scarcely any, in which geography and grammar are not taught to some extent, as expected under the instruction to inspectors, 1862, and as specially encouraged in the later instructions of 1867. These subjects are included in the elementary programme, because the teacher would deem his work, without them, shorn of its fair proportions; because parents, on the whole, are ambitious that the young should not be without some notion of such matters; and because these are the standing traditionary studies of the parish school, and the parish school has ever been the model for all others of the elementary kind. Add drawing and music, now pretty frequent in the aided schools, and both well taught at the Normal—where most of the aided teachers of the district have been trained—and the elementary programme is complete. May it not be added that the tendency is less to have too few than too many subjects in the programme, for the reason that the subjects of a sufficiently fit and profitable kind are more than can be learnt to any good purpose during the short stay at school, which, however, does not hinder their being sometimes admitted there, and oftener suggested for admission.

Instruction beyond standards inspected.

The instruction, elementary or more, beyond the standards was in all schools a distinct subject of inspection; not, indeed, by individual examination, but in the way of examination by properly chosen instances. The Minute of February 1867, conditionally encourages instruction to a certain amount beyond the Sixth Standard by a certain addition to the public grant.

Irrespectively of that encouragement, may not much benefit be hoped from the inspector's "giving a formal and "specific character to his examinations in subjects exceeding "Art. 48?" In so far as such examination has been practised in this district, the progress in these subjects does not appear to have been at all inferior to what it was prior to the operation of Art. 48. The reasons are, that the teaching power has been increased, and that the teachers have been nerved to more exertion by the demand which that Article

involves. It may be doubted, indeed, whether teachers have ever been animated by a better spirit, in the whole duties of their calling, than at the present time.

Recent changes.

VI. The remarks that follow refer mainly to changes that appear to have taken place within the last year or two, and in the schools of both classes, primary and secondary.

1. Some teachers have remarked that their task of preparing for the individual examinations has become much easier than it was at first, doubtless, because themselves have become more reconciled to this new method, but chiefly as they allege, by their having learnt to employ better both the assisting teachers and the taught. There is some reason to think, that the same has been matter of pretty general experience.

2. It is certain that the schools show less of that mismanagement which is at once seen in the entire, allowed, and almost prescribed idleness of many. Art. 48 supplies school occupation for all over six years, with the aid, of course, of the additional teaching power which it requires and has produced.

3. It is ever an important point in tuition to determine how far the lesson should be helped by the teacher, and how far left to be mastered by the efforts of the pupil. Each of these opposite and necessary methods has been improved of late, and the balance betwixt them somewhat better adjusted. The increase of the teaching power has given to the younger more of the help which they require; and the more advanced have been thrown more upon their own efforts by the more frequent practice of written exercises, perhaps the greatest, so far as practised, of all the recent improvements in the common school management. The simplest of these exercises is the writing to dictation; the rest consist generally of abstracts of reading lessons, of "writing plain "letters or narratives upon some simple subject of common "life, or from recent readings of lessons." (Instructions to Inspectors, 1867.) "I require," says the master of Young Street school, Glasgow, "descriptions of visits made "to particular places, and of the processes employed in the "manufacture of certain articles, such as iron, steel, pottery, "glass. The information is obtained by the children themselves visiting the establishments where the different "manufactures are carried on; and they are made to describe them in their own words and their own way." In another school, the advanced pupils write their own remarks, reflective and even critical, on passages they have read, both in prose and verse. The very name assigned to such exercises in formal works on education, "la forme d'inven-

tion," "Heuristische Lehreform," indicates the quality of self-reliance and independent thought which they are meant to cultivate. At the same time, they tend to counterbalance and compensate anything that occurs in the school work, necessarily of a less intellectual nature.

4. The same letter of instructions intimates that "managers "are left free to decide in what direction they will extend "the instruction of their schools beyond Art. 48," and that they may do so "in direct continuation of that Article." The latter course has in all cases been their choice. They have added nothing to the subjects of the school programme so long fixed by the custom of the country, preferring only to extend these subjects further than the Article requires. Variety in the subjects of instruction serves the good purpose of enlivening and relieving attention; but concentration on a few has its virtue also in making all that is learnt well learnt, and likely to be of lasting benefit. On the whole, as many different branches are usually taught as the short period of the school attendance permits; and there is as much room for reducing as for increasing their number.

5. By the same Minute inspectors are directed to "con- "duct the higher examination orally, on paper, on slates, or "by means of blackboard," according to the nature of the subject. The method of examination does not always follow the method of teaching, but commonly it does. In regard, then, to the teaching method. Religious knowledge, the import of reading lessons, and the small portion of history that belongs to an elementary course, are, for the most part, taught simply by reading, with "oral explanations," and without the aid of slate or board; the comparatively abstract quality of the matter admitting of no illustration by such means. To the other parts of the course these means are more appropriate. But the method of tuition, as well as the knowledge it conveys, has of itself very much of an educating influence; and the method first mentioned, which borrows nothing from the material appliances (the *übersinnliche*), has its proper and important uses, no less than the other Of the extent to which that first-mentioned method goes, something may presently appear upon the subjects to which it is applied.

6. The elementary instruction beyond Art. 48 is, in general, of much the same degree of merit as that which appears from the results of the standard examinations, especially from the examination of the two or perhaps three higher grades. This uniformity might be expected, from the fact that what a teacher is in one part of his work, the same he commonly is in the rest of it; this at least, where

he himself has an adequate knowledge of what he has to teach, as may be supposed to be pretty commonly the case where only elementary instruction is concerned. There are, however, exceptions; in some schools, there is a marked difference of progress in the standard subjects, and in those more advanced, the advantage more frequently on the part of the latter. But the reverse also is not without example, and it is commonly caused by the junior portion of the school having been placed specially under a second or assistant teacher charged with no other duty.

7. The progress beyond Art. 48 might be further compared with the same as it appeared prior to the application of annual grants. But, for this comparison, the data, from the nature of the cases, are not quite sufficient. Twenty years ago, a comparison was sometimes made betwixt the progress in one class of schools,—the parochial,—and in the inspected schools of other elementary classes; and then the parochial showed a marked superiority. Does this continue? Not in the same degree among the inspected schools of the present time. For, while the parochial have certainly not declined, the other schools now classed with them for inspection have, in the meantime, greatly profited by the public grants, and the consequent advantages; and thus, so to speak, they have been in a very considerable degree levelled up. To compare, for instance, the parochial schools with those of the mining class in Lanarkshire, the latter are under a superintendence by the mine-owners or their agents, certainly not surpassed in closeness by that of the parish school managers; they are visited, generally on invitation, by the presbytery or clergy of the bounds; and their average income, apart from the public grants, is generally of more amount than that of the parish schools.

8. The religious instruction is of very unequal merit in different schools. But, on the whole, it has been the subject of at least as much care and effort on the teacher's part, as at any former time. In a few schools, this branch is the only one that can be said to be well taught; in not a few, it is taught with admirable talent, judgment, and knowledge. Among the latter, the schools under female teachers bear a large proportion, as those of St. Enoch's, Port Dundas, Biggar, Househill, Coltness, Auchenheath, Wishaw Public, Cambusnethan Parochial, &c.

Desiderata.

VII. It is not enough, however, to compare certain portions of the given instruction with certain other portions, or the whole of it with the whole of what it had been at any former time. It is necessary to judge of it by the absolute standard of what it ever ought to be, and in that view, it

cannot, on the whole, be so favourably represented. The great cause of the shortcoming is the insufficient attendance at the school, not inability on the teachers' part,—for that is clearly proved by the fact that often the advanced branches are very well taught, while the number that have remained to receive them is very small. It appears, then, that the object to be kept in view by patrons in the founding of a school is not simply to promote education, but, to promote the desire for it,—this last not the least difficult part of the undertaking.

The improvements which are wanting in the general state of the instruction may be shortly summed. (1.) It is desirable that the same most instructive style in the teaching of religious knowledge which is found in some schools should be realized in all; the highly educating nature of that branch, as well as the perfect fitness of its place in the common schools, would then be conspicuous to all, and it would be seen how well the true basis of morality is placed upon religion. (2.) It is desirable that more attention, and better ascertained attention, were given to the subject-matter of all reading lessons. (3.) It is desirable that the lessons in history should, in elementary schools, be mainly upon passages, however detached, that contain some obvious and striking moral, which, indeed, is ever the occasion of any very profitable interest in history, and which in schools should ever be distinctly pointed out. (4.) Too often the grammar stops at the naming of parts of speech, leaving all that belongs to syntax untouched, and no trial in the analysis or structure of even simple sentences. (5.) The principles of the rules of arithmetic, included under Art. 48, are but rarely taught, even to those whose progress goes much further, interesting though these principles are at any stage, and well fitted to facilitate further progress. (6.) It is remarkable how limited is the field often offered for the examination in geography; it is but a small part of the contents of any of the common class books on that subject, and generally confined to such countries as are presented in the few large maps that are at hand. This is the more remarkable, as any part of the class books, well taught, would be of nearly equal interest, and might be learnt with equal ease. It may be noticed, also, that the terrestrial globe, even when not wanting among the apparatus, is rarely much in use, though much use might be made of it for purposes purely geographical. The limited range of this study, as of others, is, however, very often matter of necessity, there being plainly no time to extend it further. (7.) The infant schools

of the district are commonly attached to more advanced schools, and properly so called they are about 15 in number. It is seldom that any of the children seem too young to be placed there, considering especially the description of the homes of many. And commonly, what they are taught, is pretty well kept down to the level of their understanding; indeed, the effort so to lower the instruction sometimes goes too far, as when things are taught which, in due time, are learnt, *nullo monente*, so naturally and surely as to require no teaching in the school at all. The same needless dealing with rudimentary first notions is sometimes seen in other schools a little more advanced, and it occurs chiefly on the subjects of geography and grammar. But the case being rare enough, examples however striking need not be given. (8.) The night schools, 17 in number, were attended by 605 pupils at the time of inspection. In most of them the instruction is confined to writing and arithmetic, reading being supposed to have been already learnt. All of these schools show less or more of the disadvantages they are under, from being open only for three or four months in the year, from irregular attendance, and from some degree of lassitude after the labours of the day. Uniformly, however, they present a very pleasing appearance of good order among the pupils of both sexes, and of quiet attention to the tasks which they have voluntarily chosen for their own improvement. It is, however, to be regretted, that the schools of this class should have the effect of causing many to be satisfied with less of the day schools than they otherwise would be; this may be, in part, counteracted by the practice of reporting, as present at the inspection, only those under 21 years of age.

Secondary instruction.

VIII. In about a fifth part of all the schools the instruction is more or less of a secondary kind, comprising languages (Latin and French), a little geometry and algebra, in some instances a little Greek, a portion of English history, some notions of English literature and of physical science. And the fact is very noticeable, that where these branches are taught the schools commonly make an excellent appearance in the standard examinations,—this, for the reasons before mentioned. The secondary instruction, as now described, occurs not in the parish schools alone—at the top of the elementary system and surmounting it—but often also among the rest. It is not so frequent, indeed, in the parish schools, or at least not given there to so many of the pupils as, in former times, it seems to have been. Among the causes of that change is this, that the parish schools are not now frequented

quite so much as formerly by children from the upper classes of the population, to whom it is now so much more easy to resort for education to more central places. A few years ago, it was ascertained that the children coming from a distance for the benefit of the academies at Ayr, Kilmarnock, Irvine, and Dumfries, and for that purpose residing in these towns, were 264 in number; the greater part doubtless drawn from the counties of Ayr and Dumfries. Here is a reason for looking well to the number and quality of such central academies, and a reason also in behalf of the more stationary portion of the children, for an ampler supply of teaching power to the parish and other schools.

Furnished in that respect as these are even now, the secondary instruction in many is of great value. Among these, the parish schools of Mearns, Biggar, East Kilbride, Carnwath, Neilston, Inchinnan, Eastwood; subscription or privately endowed schools—Nelson's Institution, Paisley; Gartsherie; Airdrie; Portland Street, Glasgow; Howood. Languages and mathematics are of very rare occurrence in the sessional schools, all of them in towns where these branches can be had elsewhere. An example of what the secondary instruction is in a school of each of these kinds may be subjoined from the general observations in the special reports.

I have the honour to be, &c.

JOHN GORDON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

Mearn's Parish School.—"The first class show a remarkable degree of progress in religious knowledge, the most advanced parts of arithmetic and geometry, in which last four boys and one girl professed the six books of Euclid, and demonstrated correctly the propositions offered to them by myself on each of the books. A much larger class showed a very good knowledge of British history (White's) up to the end of Charles II. I must commend also the grammar, historical geography, and working of problems on the terrestrial globe by the first class. Three boys and one girl have made fair progress in Latin. The standard examinations gives 95 per cent. passes."

Nelson Institution, Paisley (*Privately Endowed School*).—"In the highest of the elementary departments the subjects taught are many, and all taught exceedingly well. These are, English grammar offered in the syntactical parsing of any passage in the advanced reading book; geography, political and historical; an important portion of British history; some general literary history; arithmetic in the rules of pro-

portion, interest, and fractions; bookkeeping by 21; essays on composition by 38; and drawing (freehand, geometrical, and model) by about 200. The exercises in the latter are submitted to the Department of Science and Art, and last year prizes were awarded for 50 or 60 of their numbers. It is remarkable that while the standard examinations show such excellent results as upwards of 99 per cent. passes overhead of the whole school, there is so great proficiency in so many extra subjects, &c., &c. The secondary instruction consists of Latin, for 21 pupils; Greek, 10; Euclid, 14; algebra, 14; French, 28. It may be added that a pupil from this school obtains the Snell Bursary to Baliol at the close of the present session."

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, JOHN HALL, Esq., B.A., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and other* SCHOOLS, *inspected by him in the Counties of* ARGYLL, AYR, KIRKCUDBRIGHT, WIGTOWN, *and in the* WESTERN ISLANDS OF SCOTLAND.

MY LORDS, Irvine, January 1869.

I HAVE the honour to present to your Lordships my general report on the schools visited by me during the year which ended 31st August 1868.

District. The district assigned to me comprises the counties of Ayr, Kirkcudbright, Wigtown, and Argyll, the Island of Skye, and the group known as the Long Island. Since my appointment in July 1866 I have visited the three counties first named twice, and Argyll and the Hebrides thrice, but the remarks which follow have reference principally to the work of inspection during the past year.

Assistance. By arrangement with my colleague, Mr. Gordon, I enjoy the benefit of Mr. Robert Calder's assistance during part of the year, and I have thankfully to acknowledge the great advantage I derive from his practical acquaintance with the details of inspection. With his excellent co-operation I have in a good many instances found it feasible to visit two schools in one day, and thus, notwithstanding their large number and isolated position in some parts of the district, I have succeeded in visiting all the cases hitherto referred to me for inspection.

Number of schools. During the year for which I am now reporting, 211 schools, taught by 255 teachers and 165 pupil-teachers, were visited; 204 for annual grants and seven for simple inspection.

School accommodation. These schools provide, in the aggregate, accommodation, at the rate of eight square feet of floor area, for 23,868 children; the actual number in average attendance during the year being 17,030, of whom 9,422 were boys and 7,608 girls.

Improvement in school premises. In aided schools there is gradual improvement in the state of the buildings, offices, &c., and the managers, ministers, for the most part, of the Church of Scotland, show themselves well disposed to do all in their power to further this improvement.

By whom effected. As an instance of this disposition I may mention that in one case a parish minister, mistaking the import of the words "supplied with offices," put himself to the trouble and expense of providing the teacher with a commodious stable and cow-house, and this is but one of the

Managers.

many instances that might be adduced to show the sympathy and assistance accorded by ministers to their teachers. Indeed they are frequently the only persons who trouble themselves at all about the welfare of the schools in their parishes, and I gladly avail myself of this opportunity to make that honourable mention of them which is their due. Their reception of myself has been uniformly cordial and kind, and I have repeatedly, and especially in my tour through the Hebrides, been indebted to them beyond the possibility of repayment for extending to me the "hospi- "talities of the manse," and for otherwise materially aiding me in the discharge of my duties.

New schools.

New and commodious schools have recently been built at Colmonell, Dunskellar (N. Uist), Hilipol (Tyree), Innishail (Loch Awe), and Lagavullin (Islay), and Smith's Institution (Ayr) has been enlarged and much improved.

Defective buildings.

The following require renewal or enlargement, *namely*:— Ardrossan P.S., Balligrant Fem. Ind. S. (Islay), Craigie P.S., Maybole West Ch. S., Tarbert G.A.S. (Lochfine), Toward Side P.S., Wallacetown E.C.S. (Ayr), West Kilbride, Par. S., and at Uig in Skye where the buildings are the worst with which I am acquainted.

Augmentation refused.

Of aided schools I can call to mind one only in which the teachers suffered the loss of their Government money because of defective buildings. In the case of five schools visited for annual grants, your Lordships, looking to the unsatisfactory character of the examinations, refused payment of the augmentation grant, and in one instance because of the "dis- "honesty of the school registers and consequent absence of "the managers' certificates."

Apparatus.

Slates and pencils.

The supply of black-boards, maps, books, slates, &c., is in general sufficient. There are schools, however, in which (will it be believed) I have found myself brought to a stand-still in my examination of the children for want of slates, and more often still for lack of pencils. It is painful to witness the fragment that is sometimes made to do duty for a slate, showing, as it does, how little trouble has been taken by the teacher to place his scholars on that vantage ground from which they may perform the exercises required of them under the circumstances the most favourable to themselves. Often too the pencil used is so small that the child can barely see beyond his fingers as he holds it. These are points apparently trifling, but of first importance in reality. On entering a school it is not difficult for one accustomed to judge of such things to predict with almost absolute certainty, from the mere appearance of the slates and pencils, the manner in which the scholars will acquit themselves.

Want of preparation for inspection.

With slates unruled and pencils short and blunt a large number of failures, or, at any rate, of unsatisfactory passes, is the natural result; but in the carefully ruled slate and sharp pencil of proper length there is an earnest—I had almost said a guarantee—of good work. It has been my wont, therefore, where such advice has seemed necessary, to impress upon teachers the importance of having all the members of the three lowest standards suitably supplied with slates ruled with a few *permanent* lines, and also with pencils properly sharpened. The advantages to be derived from providing even the youngest scholar with a slate inalienably its own are obvious, but in practice they are strangely overlooked.

Infants to be provided with slates.

The thick slates now sold without any framing are of moderate cost and at the same time the most serviceable.

The importance of the black-board as an educational instrument is sufficiently recognized to ensure one at least in each schoolroom. But that it holds its proper place in the daily instruction is open to doubt. In some schools it is scarcely ever used, and it is surely a matter for regret that there should be any in which it is not used at all. In the course of my official work I have come upon schools in which the black-board, stowed away in a corner and covered with dust, did not require the teacher's admission that he had no chalk to show that it was rarely if ever used. It is not a little astonishing to find a teacher voluntarily discarding an instrument which even the best teachers regard as their most invaluable ally. But some excuse for such a course is perhaps to be found in the construction of these boards themselves. As at present built they are so heavy and cumbrous, and so difficult to move from place to place, that they constitute an obstacle in the way of classes.

Black-board, not sufficiently used.

Reason for this.

In the instruction of a class occasions in which illustration may be materially assisted by means of the board arise so frequently, and often so unexpectedly, that unless it be available at the proper point without much trouble, its use is in danger of being dispensed with altogether. A light board supported on a light easel, so as to be easy of carriage to any part of the room, will be found the most serviceable form of the instrument.

Importance of black-board.

Suggestion.

The manner in which some teachers keep the log book shows how easily and completely it may be made an interesting and useful record of school work. Well-kept log books are, however, few and far between; and it is comparatively seldom that they bear the marks of having received more than a fugitive attention from the teacher. Indeed, the daily entry which, in accordance with Art. 57, R.C., has

Log book.

How kept.

to be made in the log is regarded by many as a great bore, and is not unfrequently, I have reason to fear, put off till the end of the week. It is common to find the first line of each page occupied by such an entry as "no remarks," or "the usual progress was made," and the following lines by the word "ditto" faithfully repeated to the end of the page.

Its abuse. In one or two cases the log book has been made available for the ventilation of the teacher's grievances against the inspector.

Registers. As a rule I have not found the time at my disposal while in a school sufficient for more than a cursory examination of its registers, and I have had, in the great majority of cases, to rest satisfied with the attestation of the managers, who, for the most part I am satisfied, take a correct view of their function in the matter. Such of the registers, however, as I have had occasion from time to time to examine for myself have accorded so ill with the figures of the examination schedule that the confidence with which I had been inclined to regard them has been a good deal shaken.

Suggestion. With a view, therefore, to ensure greater accuracy in the registers of attendance, it is suggested that they be so regulated as to size as to be complete as a set at the end of the school year, and that it be in the option of the inspector to take them with him for examination at home should he see fit. Instances of the exercise of this power on the part of the inspector would, it is hoped, be rare; and the suggestion is made not in a spirit of espionage, but in the hope that the effect of it will be to lessen or altogether remove the necessity for such a course.

Certificated teachers. The number of certificated teachers in my district has increased from 231 in 1867 to 248 in 1868, the corresponding increase in the number of pupil-teachers being 12. The certificated teachers of my schools are, as a body, I am glad to say, devoted to their work, and, with a few exceptions, efficient in the discharge of it, while not a few of them are men whose substantial attainments and gentlemanly bearing make them an ornament to their profession.

Pupil-teachers. Their papers. As to the efficiency and attainments of pupil-teachers I cannot speak so favourably. Their examination papers are often but indifferent productions, marked principally by a slavish subservience to cram,—rarely by thought or discrimination. Straightforward questions couched in the usual phraseology are usually answered satisfactorily, but deviations from the ordinary mode of expression have not been encouraging.

Arithmetic. The subjects with which I am least satisfied in these papers are analysis, composition, arithmetic, and history. In arith-

metic "proportion" and "circulating decimals" appear to constitute the chief difficulties. To "find the number which "exceeds 14 by 30 per cent. of itself" is one of the test questions whose solution I have very seldom obtained. The treatment of decimals is very inaccurate, exhibiting in many cases a complete ignorance of this simple but most useful division of elementary arithmetic.

History. The answers in history are in the majority of cases nothing more than verbatim et literatim transcriptions from the text book of pieces which have been committed to memory, resulting sometimes in an amusing jumble too surely indicative of an over-burdened memory.

Teaching. It is part of my duty to ascertain the degree of aptitude shown by pupil-teachers for teaching. For this purpose I am almost invariably presented with a junior reading class, no matter at what stage of his apprenticeship the pupil-teacher may be. My request that a more advanced class should be manipulated has generally been met by the answer that the pupil-teacher, not being accustomed to do so in the ordinary routine, is timid and afraid to undertake it. This is unsatisfactory. In the later half of his service a pupil-teacher ought to be gradually cutting loose from leading strings, and to show some capacity to handle one of the higher subjects, as geography or grammar. In this respect there appears to be more left for the normal school to complete than seems either necessary or judicious.

Supply of pupil-teachers. I am not aware that any general difficulty has been experienced by managers in obtaining the requisite supply of pupil-teachers. The difficulty, if any, has been rather as regards quality than quantity.

The fact that pupil-teachers are not at present indentured, but only engaged from year to year, has had a pernicious effect both upon the teacher and upon the apprentice. It is not difficult to see how. The bond between them is too easy of rupture to be effective in securing the maintenance of due authority on the one hand or of efficient service on the other.

Assistant teachers preferred to pupil-teachers. Instances of apprentices leaving at the end of their first, second, or third year have consequently become not uncommon, and, under this abnormal arrangement, a strong preference for assistant teachers has shown itself, a preference whose operation is perhaps more prospective than immediate.

Schools visited for simple inspection. My acquaintance with unassisted schools is limited, but the whole of it goes to convince me of their inferiority as a class to those regularly in receipt of inspection; and chiefly in points relating to order, discipline, and knowledge of approved methods of teaching. The old tendency to foster the higher classes at the expense of the lower is also apparent.

Results of inspection.

The results of inspection during the two years just ended are for convenience of reference and comparison thrown together in the following tables A, B, C :—

TABLE A.

Year.	No. of Schools visited.		No. of Teachers.				No. of Pupil-Teachers.			No. of Candidates.			Number of Scholars.				
	For Annual Grants.	For Simple Inspection.	Certificated.	Not certificated.	Assistants under Minutes.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	On the School Registers.	Present on the Day of Visit.	Qualified for Examination.	No. examined in the Standards.	Infants examined.
1866-67	196	10	231	10	8	249	116	37	153	59	25	84	20,912	17,036	14,442	9,779	849
1867-68	204	7	248	7	2	257	121	44	165	57	17	74	21,770	17,997	15,447	10,433	795

TABLE B.

Standards.	Year ended 31st August 1867.									
	Number examined.	Named on Schedule for Examination but absent.	Passed in			Total No. of Passes.	Per-centage of Passes in			Total Per-centages.
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
I.	2,694	348	2,624	2,476	2,282	7,382	97·40	91·91	84·70	91·34
II.	2,427	282	2,345	2,352	2,010	6,707	96·62	96·91	82·82	92·12
III.	2,020	233	1,961	1,758	1,750	5,469	97·08	87·03	86·63	90·24
IV.	1,373	168	1,145	1,067	1,106	3,318	83·39	77·71	80·55	80·55
V.	779	100	765	655	693	2,113	98·20	84·08	88·96	90·41
VI.	486	75	477	429	442	1,348	98·15	88·27	90·95	92·45
Totals	9,779	1,201	9,317	8,737	8,283	26,337	95·27	89·34	84·70	89·77

TABLE C.

Standards.	Year ended 31st August 1868.									
	Number examined.	Named on Schedule for Examination but absent.	Passed in			Total No. of Passes.	Per-centage of Passes in			Total Per-centages.
			Reading.	Writing.	Arithmetic.		Reading.	Writing.	Arithmetic.	
I.	2,891	308	2,814	2,607	2,393	7,814	97·33	90·17	82·77	90·09
II.	2,385	281	2,327	2,337	2,090	6,754	97·56	97·98	87·63	94·39
III.	2,002	199	1,958	1,770	1,762	5,490	97·80	88·41	88·01	91·41
IV.	1,502	144	1,475	1,249	1,249	3,973	98·20	83·15	83·15	88·17
V.	955	95	942	818	825	2,585	98·64	85·65	86·39	90·23
VI.	698	65	693	641	593	1,927	99·28	91·83	84·95	92·02
Totals	10,433	1,092	10,209	9,422	8,912	28,543	97·85	90·31	85·42	91·19

Throughout my district generally, and especially in the highland and insular portions of it, irregularity of attendance is sorely complained of. One form of it has come prominently under my own observation, namely, the extent to which it prevails on the days of inspection. From tables B, C, it appears that in 1867 and 1868 the number of scholars absent *from their standards* on the days of visit amounted in the aggregate respectively to 1,201 and 1,092, or to 11 per cent. and 9½ per cent. of the total number of those whose names were inscribed on the examination schedules as expected to attend on those days. In other words, it appears that under the system of payment on individual examination the aggregate loss sustained by the schools under consideration would, in 1867, have been 432*l.*, or about 2*l.* 2*s.* per school, and in 1868, 397*l.*, or about 1*l.* 18*s.* per school, the calculation being made on the supposition that the absentees would, if present, have passed at the same rate as those actually examined. This is an amount of desertion far too large to be accounted for by sickness or inclement weather, and it is believed to be to a large extent the result of apathy on the part of unsympathetic and ignorant parents.* At the same time, teachers might, by making this irregularity a much more heinous offence than they usually do, themselves contribute much to its reduction. The irregular scholar has in most cases no better plea to present than the truant, and his treatment should be scarcely less severe. Irregular attendance.

As a partial remedy for this distressing evil a system of prepayment of fees with suitable discount, liberal in proportion to the time for which prepayment is made, has been advocated, but as far as my experience serves me I have not found that the suggestion has received the attention it merits. The subject is admittedly difficult, and the plans for its removal, alternating between kindness and severity, are very various; but in the absence of a compulsory system the best remedy is, perhaps, after all to be looked for rather in an increased and livelier sense of responsibility on the part of the parents than in desultory efforts put forth by managers and teachers.

In the three lowest standards, where one does not look for much more than correct and distinct utterance, with suitable attention to punctuation, the reading may be described as good on the whole, and there is usually no diffi- Reading.

* I have known the wife of a comfortable farmer, herself apparently well educated, send a note to the teacher on the day of my visit to his school stating that she kept her boys from school that day, as she did not approve of making them the means of procuring or helping to procure the Government grant.

culty in ascertaining whether or not the exercise is sufficiently well performed to merit the pass mark. In the other standards, however, the determination of this is often embarrassing. In those standards the more advanced character of the reading lessons and the greater age of the scholars demand more intelligence and greater expression and finish in the character of the reading, making it not unusually a matter of peculiar difficulty to decide whether the performance is so far destitute of those qualities as to justify the inspector in withholding the pass mark. And it thus happens that, as regards reading, the tables show a per-centage of passes which, without the explanation now given, would to a great extent be a fallacious indication of the actual character of the reading of the higher standards. That the reading of a boy or girl of 10 or 11 should be so mediocre is doubtless owing, in a great measure, to the perfunctory and passive part too often taken by the teacher in this part of his work. Children will hardly be made to read well by precept alone; the example and emphasis of the living voice must be added. A master who is himself a good elocutionist and fond of reading aloud to his scholars never fails to produce good readers, and, indeed, to make the performance of the exercise to the full as pleasant and refreshing as singing is found to be.

Not good in the higher standards.

Reason for this.

Reading books.

The reading books in general use are very good. I cannot but think, however, that an infusion of dialogue would improve them.

Suggestion.

Greater attention, too, ought to be given to the examination of the scholars on the meaning of the passage read, to the meaning and derivation of words, and to the recital of passages committed to memory. The neglect of these points is, I am convinced, a fertile source of the errors in spelling which so often mar the dictation exercise, for "there is no "resource where there is no understanding."

Unintelligent reading the cause of errors in spelling.

Writing.

Writing (*i.e.* penmanship) is the subject which furnishes the fewest failures. Although better than reading and arithmetic, it is in the fourth and higher standards frequently marked by a want of neatness and by blunders in syllabification which seem to show that the exercise of which it forms a part is often performed upon paper for the first time on the day of inspection.

A considerable proportion of the girls still learn angular or "ladies' hand," as it is called, but as in mixed schools under the influence of the Revised Code boys and girls are now taught to write together, the practice is losing ground and giving place to a more sightly caligraphy.

The failures in dictation—nearly all in spelling—amount to 10 per cent. The most difficult steps seem to be in pass-

ing from the second standard to the third, and from the third to the fourth.

The failures in arithmetic amount to 15 per cent. Arithmetic.

As compared with 1867, the year 1868 shows some falling off in arithmetic in Standards V. and VI. This is apparent, not real. In 1867 many of the teachers of my district informed me that they were not aware that notation would form part of my examination, and I had in consequence to relax a little in setting questions to those standards, from whom a knowledge of notation is expected. But since the month of March 1868, when I began to examine in the higher standards by means of cards having the questions printed on them *in words*, I have always insisted on this part of the subject. In effect, though not in fact, this alteration in the method of examining was equivalent to a considerable increase in the difficulty of the questions set, and of itself sufficient to account for the apparent falling off referred to. Examination by means of printed cards. Effects of it.

Another effect of thus examining by cards has been to lessen the amount of copying among the scholars, and to render them more self-dependent and honest. It is seldom that my special reports are disfigured now, as they used to be, by complaints as to forgery and copying.

In the year ended 31st August 1868 the aggregate number of children on the registers of the aided schools with which I am officially connected was 21,264, of whom 65 per cent. were under 10 years of age, and not more than 15 per cent. above 12. In the same year 10,433, or less than 50 per cent. of the total number on the registers, were presented for examination in the several standards in the following proportions:— School stay of scholars, and proportion in each standard.

PER-CENTAGE of CHILDREN examined in each STANDARD.

—	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
1866-67	27·55	24·82	20·65	14·04	7·96	4·97
1867-68	27·7	22·8	19·2	14·4	9·1	6·7

In other words, 70 per cent. were placed in the three lowest standards, and the rest in the higher half.

To no subject is more attention paid than to instruction in religious knowledge. It naturally divides itself into two parts—Bible narrative and Shorter Catechism. Considered as a piece of history the former is well imparted and generally well known, but attempts at inculcating religious and moral lessons drawn from the preceptive parts of Holy Writ Religious knowledge. Bible.

Catechism.

are comparatively rare. That the repetition of the questions of the Catechism is, in most schools, wonderfully accurate must be admitted when the peculiar and difficult phraseology of many of them is considered. It is the accuracy of rote, however. It is the exception to find a teacher troubling himself about the meaning, and in these circumstances the addition of Scripture proofs to questions already sufficiently hard, is for children a questionable benefit.

Effect of Revised Code on the higher work.

I have no reason to think that the higher branches have seriously suffered from the greater attention directed to the elementary subjects since the introduction of the Revised Code. Some schools there are, doubtless, which show considerable change in this respect, but in all such cases the change has been for the better. If there is less upper work the lower is better, where formerly neither was satisfactory. Of such it may be said that, like sailors in rough weather, they have, under the stress of the new examination, been forced to relinquish a portion of their encumbrances, and that they are all the better for it.

No diminution of the higher work in the best schools.

On the other hand, in schools conducted by teachers fit for their work this change has had no place, the fact being that excellence in the standard work invariably goes hand in hand with efficiency in the so-called higher subjects, and *vice versâ*.

Grammar.

Of the more advanced subjects grammar is that which is least successfully taught, and whose practical effect upon the children is the least apparent. I cannot but think that there is room for improvement here. A boy who has passed a considerable part of every day for five or six years under the intimate cognizance of his teacher ought to know something of grammar, at least practically if not theoretically. Some masters, whose teaching I remember with pleasure, never allow an ungrammatical expression to pass uncorrected, no matter what the subject presently in hand may be, and in this way more is done towards instruction in this branch than can be effected by much poring over the text book. The teacher whose ear is grammatically dainty soon makes his scholars as fastidious as himself, and all solecisms are speedily laughed out of his classes.

Method sometimes pursued.

Mathematics' classics.

In a fair proportion of the schools which I visit mathematics, classics, &c. are successfully taught, and in a few in a way which would do honour to seminaries of higher pretensions than are usually laid claim to by elementary schools.

Domestic industry.

In all inspected schools with which I am officially connected more or less provision is made for the instruction of the girls in the lessons of domestic industry. The usual

subjects are sewing and knitting, and classes for instruction in domestic economy are sometimes met with. In a good many of the poorer schools the girls are supplied with sewing materials by benevolent ladies and gentlemen connected with the locality and interested in the welfare of the schools. The garments thus made are given to the children, sometimes free of cost and sometimes at a price not more than nominal, which is preferable. The superintendence and encouragement of these classes by a ladies' committee is of such benefit and productive of so much good that I trust to find the practice more generally followed in the coming years than it is at present.

I have the honour to be, &c.

JOHN HALL.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, D. MIDDLETON, Esq., M.A., *on the* SCHOOLS *connected with the* CHURCH OF SCOTLAND, *and other* SCHOOLS, *inspected by him in the Counties of* PERTH, STIRLING, DUMBARTON, LINLITHGOW, *and* CLACKMANNAN.

MY LORDS, Stirling, January 1869.

I HAVE the honour to lay before you my biennial general report.

Number of schools

During the past inspectorial year I have examined and reported on 173 separate schools, including 178 separate departments, six of these being arrear cases in the late Dr. Woodford's district.

of teachers,

The staff consisted of 199 certificated teachers and 167 pupil-teachers.

of scholars.

The number of pupils present at examination was 14,736.

Generally, as I hope this report will bring out, the working condition of my district is satisfactory and advancing.

Buildings.

As to buildings, I am glad to report that—

1. At Dunning P.S. splendid new buildings have been erected.
2. At Pitlochrie S.A.S. a most commodious double school has been erected.
3. At South Queensferry Burgh S. a large addition has been made.
4. At Denny P.S. a good class room has been erected, and the premises put in thorough repair and walled in.
5. At Tullibardine S. the school premises have been put in thorough repair.
6. At Monzievaird P.S. the dwelling house has been enlarged and made most comfortable.
7. At Kincardine-in-Menteith P.S. a handsome class-room has been added.
8. At Falkirk P.S. a large addition is now being completed at a cost of from 500*l.* to 600*l.*
9. At Logie P.S. the dwelling house has been thoroughly renovated.
10. At Thornhill Easter Subscription S. the school has been enlarged and made adequate.
11. At Forest Mill S. a large addition has been made to the school.
12. At Glenalmond S. a capital new school has been erected.

Desks, books, and slates.

The strictures I had to make in my last report regarding school desks, books, and slates are, with few exceptions, equally due now. One reason, no doubt, lies in the fact that an inspector's general report now so very seldom reaches the local parties, who no longer get the *Blue Book* gratis and evince no desire to buy it, even at the cost of the paper. Whether your Lordships can in any way resume the gratis issue of general reports it is not for me to say, but I fear that at present the inspector's condensed opinions of the working condition of his district and the suggestions that every two years' experience enables him to make, are

General Reports very seldom reach school managers or teachers.

practically powerless because they very seldom reach either school managers or school teachers.

In the following review of school-work, infant schools, schools visited a first time, and the schools visited in Dr. Woodford's district are not taken into account; with these exceptions, there remain 148 schools with 12,790 children present. Review of work.

Of these 58 per cent. were "presented" for standards examination, 2 per cent. below the "presentation" in my last report, but considerably higher than some of my colleagues reported in last *Blue Book*. Per-centage of children presented.

The table below shows in per-centages in what standards they were presented, and a comparison with three former years:— In what Standards.

Years.	Standards.					
	I.	II.	III.	IV.	V.	VI.
1864 - - -	34	22	19	18	5	2
1865 - - -	32	25	19	16	5	2
1866 - - -	25	27	20	15	9	4
1868 - - -	25	23	20	14	9	9

In this four years' comparison the chief thing to be noted is that in the two highest standards there is now a rise of 11 per cent. Of the schools 35 yet "present" none so high as Standard VI. From January, however, to August 47 schools passed 173 scholars in Standard VII. Monzievaird P.S. passed 15, and Falkirk P.S. passed 28. The common subjects were arithmetic, English grammar, composition; a few took Latin. The higher order of teachers hail Standard VII. as a boon; the lower order have enough to do to get a scholar or two up to Standard V. or VI. A smattering of "upper branches" is only too easily paraded; to get any one of them up so as to stand a fairly testing examination is quite another matter. Standard VII.

Years.	Standards.											
	I.		II.		III.		IV.		V.		VI.	
	W.	A.	W.	A.	D.	A.	D.	A.	D.	A.	D.	A.
1864 - -	54	60	92	59	75	72	79	71	83	82	82	74
1865 - -	78	70	96	80	82	88	83	81	94	92	94	89
1866 - -	90	83	98	87	83	94	78	74	97	91	96	95
1868 - -	97	93	100	92	89	90	80	81	93	90	96	95

Table of passes.

For the same four years the preceding table presents in per-centages a comparison of *passes:* W = writing, A = arithmetic, D = dictation.

Reading I have generally found up to *pass.*

Remarkable rise in four years.

Comparing 1868 with 1864, this Table shows the following striking results, that,—

Standard I. has risen { 43 per cent. in writing. / 33 per cent. in arithmetic.
Standard II. has risen { 8 per cent. in writing. / 33 per cent. in arithmetic.
Standard III. has risen { 24 per cent. in dictation. / 18 per cent. in arithmetic.
Standard IV. has risen { 1 per cent. in dictation. / 10 per cent. in arithmetic.
Standard V. has risen { 10 per cent. in dictation. / 8 per cent. in arithmetic.
Standard VI. has risen { 14 per cent. in dictation. / 21 per cent. in arithmetic.

Scholars from non-inspected schools.

That these gratifying results are due to the present exact form of examination I have no doubt whatever. I hear a universal complaint that pupils coming from non-inspected schools to inspected ones are sadly deficient in the subjects tabulated above. In regard to these subjects, it would be a very remarkable contrast if one could fairly compare the state of Scotch schools 20 years ago with their present condition.

Subjects beyond the Revised Code examination schedule.

But, besides these essential subjects, there are others that have always claimed their share of attention in our Scotch schools. It has been doubted if the latter could co-exist with the former in their present exact shape, or existing if their life could be more than a sickly lingering one. To this doubt it would be but an imperfect solution to say, that every building, mental as well as material, is insecure without a solid foundation.

It is not by random assertion or vague theorizing that such a question can be laid to rest. The question, it seems to me, needs the light of facts to be thrown upon it.

Tabulated return of scholars learning these subjects.

With this view I requested and obtained your Lordships' *authority* to ask returns from the teachers in this district. The returns are tabulated below. They prove, I think conclusively, one fact, that general, and, where it is called for, advanced education is not neglected. Such neglect, indeed, would be a losing policy in Scotch schools, and the teachers are fully aware of this.

Name of School.	Number of Scholars present at Examination.	Number of Scholars (in present Attendance) learning														
		Latin.	Greek.	French.	Mathematics.	Grammar.	English Composition.	Geography.	History.	Drawing.	Singing *from* Notes.	Singing *not from* Notes.	Plain Needlework.	Arithmetic beyond Standard VI.	Bible.	Catechism.
Glenalmond Subscription S.	26	—	—	—	—	12	10	15	—	—	—	—	14	1	20	20
Methven P.S. - -	138	—	—	—	—	51	11	51	23	—	—	—	33	9	81	81
Trinity Gask P.S. -	30	1	—	3	1	11	—	3	8	—	—	19	7	—	19	19
Abernyte P.S. - -	90	—	—	2	—	40	10	19	—	1	—	95	47	6	60	60
Aberuthven Subscription S.	57	—	—	—	1	13	—	25	9	—	—	—	8	9	41	35
Comrie P.S. - - -	122	7	—	1	1	48	21	48	21	—	—	—	70	25	77	75
Tullibardine S. - -	53	1	—	—	2	21	8	20	5	—	—	—	19	3	36	36
Monzievaird P.S. - -	127	31	5	11	9	52	52	78	15	—	—	132	55	32	108	108
Strowan Society S. -	26	4	—	—	1	10	—	10	—	—	—	—	—	6	14	17
Aberdalgie P.S. - -	31	2	—	2	—	15	5	15	6	—	—	30	13	2	26	26
Blairgowrie P.S. - -	121	5	—	16	10	56	24	80	24	—	—	—	51	10	84	104
St. Ninians P.S. - -	118	2	1	2	—	46	—	46	18	—	—	62	45	2	74	74
Bannockburn Subscription S.	114	3	—	—	—	33	13	30	13	3	—	56	49	9	80	54
Clunie P.S. - - -	57	5	—	—	3	31	31	31	—	—	—	—	27	9	31	39
Cargill P.S. - - -	82	4	—	—	6	20	10	38	10	—	—	—	24	12	45	45
Kinnaird P.S. - -	46	7	1	1	4	24	7	25	10	—	—	—	6	3	25	25
Kinclaven P.S. - -	34	1	—	—	1	10	4	10	8	—	21	38	12	6	21	21
Lochearnhead G.A.S. -	27	3	—	—	—	9	4	10	4	—	—	—	6	—	12	12
Meikleour G.A.S. -	39	—	—	—	—	8	—	8	—	4	—	32	10	—	18	18
Denny P.S. - - -	117	7	—	—	—	37	13	37	13	—	—	143	50	1	104	104
Stirling Allan's S. -	210	8	—	—	—	36	36	130	—	164	—	194	52	40	194	194
Redding Muirhead S. -	170	6	—	—	—	41	2	41	—	24	105	—	46	2	105	105
Grangemouth Subscription S.	77	3	—	7	—	39	—	37	32	—	—	—	—	17	42	86
Grangepans Subscription S.	170	3	—	1	4	42	38	49	12	—	—	200	91	10	86	86
Kennet Village S. -	63	1	—	2	1	12	3	12	3	3	12	55	30	3	13	32
Clackmannan Ch. of Scot. S.	133	2	—	—	2	14	—	29	11	2	57	119	25	2	65	48
Larbert Sessional S. -	85	2	—	10	3	34	27	46	—	49	—	86	26	—	62	62
Queensferry Burgh S. -	133	9	—	12	7	38	25	38	25	—	—	—	40	26	80	80
Bainsford Subscription S.	108	—	—	—	—	20	—	20	—	—	—	—	30	—	80	80
Crofthead Colliery S. -	248	—	—	—	—	35	—	35	8	15	—	255	66	11	110	48
Greenhills Colliery S. -	215	4	—	—	4	42	5	42	8	—	—	—	93	15	118	—
Fauldhouse Wilson's S.	93	4	—	—	—	22	2	13	15	—	—	89	21	2	27	37
Larbert P.S. - - -	131	5	—	6	2	49	18	49	18	49	—	151	48	15	82	82
Falkirk P.S. - - -	224	—	—	—	—	150	24	150	90	110	170	—	90	35	180	150
Perth Middle P. Sessional S.	141	4	—	—	4	36	4	36	14	—	—	106	36	12	36	75
Winchburgh Ch. of Scot. S.	72	3	—	1	—	12	—	12	3	5	—	64	28	2	26	24
Alva Subscription S. -	124	2	—	3	2	24	8	24	8	—	—	53	22	8	45	63
Perth New Row S. -	182	—	—	—	—	56	20	75	60	74	—	—	45	14	90	90
Arrochar P.S. - -	53	6	—	2	—	24	—	20	—	—	—	—	8	7	32	32
Binny G.A.S. - -	51	—	—	—	—	18	18	6	—	—	—	40	15	2	32	32
Bucklyvie Subscription S.	87	5	—	—	4	66	—	35	35	—	—	94	12	10	74	94
Cardross P.S. - -	91	3	—	3	1	25	—	30	12	—	—	49	49	10	68	76
Bonnybridge Subscription S.	92	—	—	—	—	54	13	34	13	—	72	72	49	2	72	72
Gargunnock P.S. - -	33	3	—	4	—	18	—	17	6	—	—	—	9	3	26	25
Airth P.S. - - -	99	2	—	7	2	24	7	24	7	—	—	65	17	1	65	65
Bothkennar P.S. - -	205	4	—	6	—	45	—	47	—	—	—	—	42	—	76	76
Thornhill G.A.S. - -	84	4	—	—	3	45	—	45	15	—	—	87	42	7	66	76
Bonhill P.S. - - -	153	8	—	3	—	41	13	41	15	3	74	46	42	6	64	64
Blair Drummond S. -	22	—	—	—	—	15	—	15	3	—	—	—	20	6	22	22
Perth Watergate S. -	51	1	—	2	1	20	1	26	—	—	—	—	25	1	26	42
Logie P.S. - - -	35	—	—	7	—	18	3	18	18	14	—	47	20	7	35	35
Culross P.S. - - -	56	11	—	6	2	31	12	31	8	—	—	31	36	8	50	50
Kincardine in Menteith P.S.	89	4	2	3	5	48	20	48	10	5	—	—	43	10	70	70
Perth West P. Sessional S.	244	1	—	2	1	161	41	161	41	161	161	—	74	11	161	161
Menstrie Subscription S.	62	2	—	5	—	23	16	23	12	9	—	—	25	13	40	40

Name of School.	Number of Scholars present at Examination.	Number of Scholars (in present Attendance) learning														
		Latin.	Greek.	French.	Mathematics.	Grammar.	English Composition.	Geography.	History.	Drawing.	Singing *from* Notes.	Singing *not from* Notes.	Plain Needlework.	Arithmetic beyond Standard VI.	Bible.	Catechism.
Dalmonach Company's S.	100	7	—	4	2	51	10	64	36	12	36	65	30	11	64	64
Milngavie Public S.	125	3	—	2	4	14	14	30	30	—	—	115	32	5	50	40
Kinnoull P.S.	181	13	—	2	1	151	35	151	35	105	—	151	71	40	151	179
Tillicoultry P.S.	123	4	1	2	1	36	8	50	8	—	—	—	28	47	80	84
Devon (Allon) Colliery Company's S.	40	—	—	—	—	10	—	4	4	1	—	85	22	—	15	15
Dumbarton Wesleyan S.	65	—	—	—	—	19	19	19	19	—	—	67	22	—	67	—
Stanley Auxiliary S.	46	—	—	—	—	4	—	4	—	—	—	—	26	1	32	32
Alexandria P.S.	127	10	—	3	2	35	20	72	33	18	—	—	28	10	72	68
Culross Geddes S.	88	3	2	4	2	24	12	47	—	—	—	—	40	9	63	75
Perth East P. Sessional S.	121	—	—	—	—	40	16	40	—	58	—	58	63	11	58	58
Blackbraes Colliery S.	80	—	—	—	—	14	—	14	—	—	—	36	11	—	36	36
Kinbuck Subscription S.	37	1	—	—	—	15	4	15	4	—	—	—	—	4	27	27
Redding Village S.	55	—	—	—	—	22	6	24	8	—	—	57	20	5	18	27
Fintry P.S.	34	—	—	—	2	17	17	17	8	30	—	—	14	14	25	25
Ardoch P.S.	45	3	—	—	3	16	16	16	9	—	45	—	12	7	21	34
Crieff Taylor's Institution.	208	9	—	—	2	112	19	133	47	24	100	120	88	19	133	133
Auchterarder Townhead S.	132	2	—	9	3	34	14	32	26	—	20	66	30	13	70	70
Muthill P.S.	80	4	—	2	3	22	7	37	—	16	—	—	—	8	41	41
Dunning P.S.	99	2	—	2	3	24	6	24	6	6	—	—	21	3	50	50
Dumbarney P.S.	71	5	—	—	6	40	10	40	10	18	—	40	20	10	40	40
Auchterarder Sheddon's S.	76	4	2	7	2	41	4	56	21	24	—	94	22	30	56	74
Cherrybank Subscription S.	102	3	—	8	2	65	16	16	65	—	79	—	27	10	79	79
Inchture P.S.	67	2	—	8	—	39	39	39	12	4	—	74	20	6	74	74
Kinloch P.S.	38	3	—	8	—	11	3	16	11	9	—	47	13	9	20	24
Pitlochrie G.A.S.	73	11	2	1	6	27	27	37	17	1	27	37	—	17	51	51
Aldgirnaig G.A.S.	63	4	—	—	4	33	10	33	—	3	20	61	17	6	33	33
Alyth P.S.	102	15	2	—	2	51	23	51	—	—	—	117	21	24	94	117
Strone of Callie G.A.S.	40	—	—	—	—	19	5	19	6	—	—	40	18	—	22	28
Almondbank G.A.S.	42	—	—	—	—	8	2	8	—	—	—	—	15	1	28	28
Collace P.S.	50	9	—	10	10	20	—	30	—	37	—	—	21	15	42	47
Balbeggie Subscription S.	50	2	—	1	—	9	1	26	—	—	—	58	16	7	32	32
Bankfoot Subscription S.	66	6	—	1	6	28	23	34	15	38	4	73	23	11	59	59
Garelochhead Public S.	25	—	—	—	—	7	7	12	—	—	—	—	8	—	16	23
Strathblane P.S.	54	1	—	—	—	8	—	10	13	—	—	—	5	12	28	28
Little Dunkeld P.S.	83	12	—	2	2	69	40	69	40	—	69	32	45	3	101	69
Logierait P.S.	82	9	1	1	3	43	16	43	18	1	—	82	30	12	61	61
Strathloch Society S.	38	—	—	—	—	11	4	11	—	—	—	40	13	—	23	23
Amulree Society S.	31	2	—	1	2	7	6	8	—	—	—	—	6	6	14	14
Blair Athole P.S.	72	11	—	—	6	23	14	23	19	10	—	—	21	9	40	40
Moulin P.S.	52	8	—	—	6	28	16	28	16	—	23	24	14	8	28	28
Dalmary Sessional S.	45	—	—	—	2	12	—	20	20	—	—	—	—	2	30	35
Luss P.S.	49	1	—	1	1	14	10	14	10	—	49	—	23	10	49	46
Forest Mill Subscription S.	39	1	—	—	1	9	9	9	3	—	—	—	12	1	21	21
Port of Menteith P.S.	29	1	—	—	—	17	—	17	2	—	—	—	11	31	34	34
Whitedalehead (Wilson's) S.	141	9	—	21	8	47	11	47	—	20	80	170	53	8	95	95
Knockderry Subscription S.	27	2	—	—	—	11	—	11	—	2	11	20	13	2	11	11
Blairingone Subscription S.	62	—	—	—	—	16	—	17	—	—	—	—	15	6	18	25
Ratray P.S.	136	14	—	5	9	63	16	63	16	10	—	—	17	25	63	63
Kippen P.S.	76	2	—	1	3	38	22	38	—	1	—	84	27	12	58	58
Banton Subscription S.	96	10	1	5	—	22	22	22	—	—	96	96	31	6	22	56
Kirkmichael P.S.	64	4	—	2	4	37	20	37	20	4	—	55	25	15	55	55
Butterston Subscription S.	33	—	—	—	—	8	8	20	6	—	36	36	13	—	25	30
Dunkeld Royal S.	40	12	—	5	7	22	22	22	22	—	—	55	—	11	50	50

Name of School.	Number of Scholars present at Examination.	Number of Scholars (in present Attendance) learning													
		Latin.	Greek.	French.	Mathematics.	Grammar.	English Composition.	Geography.	History.	Drawing.	Singing *from* Notes.	Singing *not from* Notes.	Plain Needlework.	Arithmetic beyond Standard VI.	Bible.	Catechism.
Killin P.S.	41	4	—	1	—	14	—	21	5	—	—	—	16	5	24	27
Murthly and Airntully S.	64	2	—	1	2	12	12	12	18	6	—	65	20	6	27	32
Killichonan G.A.S.	19	1	—	—	—	15	15	17	—	—	15	19	8	5	20	20
Weem P.S.	56	5	3	2	4	24	5	26	6	—	—	—	12	—	20	32
Dull P.S.	59	2	—	1	3	20	14	24	14	4	—	55	12	8	40	40
Kinloch Rannoch P.S.	47	8	—	—	—	30	14	30	—	—	—	—	26	2	38	38
Linlithgow Sessional S.	175	—	—	—	—	65	48	65	—	34	—	—	45	4	116	130
Tillicoultry Academy	154	4	—	18	10	78	57	65	57	57	—	—	39	57	106	123
Thornhill Subscription S.	67	2	—	8	2	41	—	41	—	—	—	—	41	13	68	68
Dumblane, P.S.	84	5	—	5	—	30	9	32	6	—	—	—	27	6	30	30
Hurlet and Campsie, Alum Coy's S.	104	—	—	7	1	36	36	36	—	—	—	—	28	6	30	62
Lennoxtown New Subscription S.	90	5	—	17	3	43	—	30	3	—	95	—	20	5	80	80
Helensburg *Quoad Sacra* S.	155	5	—	9	3	87	49	87	87	22	140	23	64	16	140	140
Kirkintilloch Oswald S.	109	4	1	6	1	56	20	58	—	25	—	—	42	14	112	74
Tullibody Subscription S.	116	5	—	11	—	39	16	17	22	15	—	—	22	19	89	89
Ecclesmachan P.S.	121	4	—	4	6	83	—	83	27	—	—	128	29	4	91	91

Name of School.	Number of Scholars present at Examination.	Number of Scholars (in present Attendance) learning										
		French.	Grammar.	English Composition.	Geography.	History.	Drawing.	Singing *from* Notes.	Singing *not from* Notes.	Plain Needlework.	Arithmetic beyond Standard VI.	Bible.	Catechism.
Carriden Girls' S.	63	—	12	12	12	5	—	—	60	23	3	60	20
Kilsyth Female S.	114	—	12	5	9	—	—	—	100	100	—	46	46
Grangemouth Subscription Girls' S.	76	5	9	9	26	15	3	—	—	50	—	61	57
Kincardine-on-Forth (Lady Keith's) S.	102	—	21	21	21	7	—	—	119	33	—	119	33
Errol Female Industrial S.	66	—	10	—	15	—	—	—	72	23	—	33	28
Cumbernauld Girls' S.	85	—	7	14	18	12	—	—	53	24	3	30	50
South Muirhead Girls' S.	46	—	12	12	12	—	—	—	52	27	4	32	32
Kingscavil Female S.	39	—	3	—	12	6	—	—	40	16	—	40	15
Milngavie Infant and Girls' S.	91	—	15	15	15	15	15	—	90	54	—	38	38
Bonhill Female S.	32	—	8	—	14	—	—	—	53	42	—	37	28
Alexandria Parochial Girls' S.	45	—	12	6	12	6	3	—	—	30	—	19	27
Polmont Female S.	60	—	13	—	15	7	—	—	48	32	1	23	53
Broxburn Girls' S.	55	—	4	—	4	—	—	—	—	23	—	20	20
Clackmannan Female S.	56	—	10	—	28	—	—	—	64	38	—	39	22
Balfron Female Industrial S.	81	—	16	8	36	—	—	40	100	35	8	45	45
Alloa Infant and Juvenile S.	203	—	17	—	17	17	—	—	—	40	—	60	60
Alyth Female Industrial S.	165	—	55	28	55	16	—	106	68	90	6	88	88
Dunkeld, Duchess of Athole's S.	45	—	13	4	13	8	1	17	28	45	3	30	30
Boness Infant and Girls' S.	116	—	59	12	59	12	—	—	150	40	—	150	79
Lennoxtown Oswald Female S.	122	—	14	14	14	7	—	—	130	40	—	36	36
Renton Female S.	84	—	16	7	16	7	—	—	68	30	—	26	26
Strathblane Industrial S.	22	—	3	—	3	14	—	—	—	11	—	14	14
Inversnaid Female S.	19	2	13	—	13	4	—	—	—	6	—	16	14
Drymen Girls' S.	56	—	27	—	27	14	—	—	—	46	—	46	58

Summary of the Table.

The summary of the above table is, that—

468	pupils	are learning	Latin.
27	„	„	Greek.
344	„	„	French.
240	„	„	mathematics.
5530	„	„	grammar.
1681	„	„	English composition.
4727	„	„	geography.
1724	„	„	history.
1237	„	„	drawing.
1510	„	„	singing from notes.
5890	„	„	singing not from notes.
4529	„	„	plain needlework.
1213	„	„	arithmetic above Standard VI.
8371	„	„	Bible.
7914	„	„	Catechism.

I shall add a few remarks on these subjects.

Latin.

1. LATIN (468).—This large number in Latin, so well distributed over the schools, goes to show the necessity of schoolmasters being well grounded in the language.

Schools deserving honourable mention, Monzievaird, Culross Geddes, Lennoxtown New Subscription, Little Dunkeld, Banton, Tillicoultry P.S., Tillicoultry Academy, Blair Athole, Logierait, Killin, Dumblane.

Greek.

2. GREEK (17).—The small number in Greek may to a great extent be explained by a remark below respecting the attractive influence of grammar schools. The most advanced Greek I found was at Monzievaird; grammar and some four or five books thoroughly up.

French.

3. FRENCH (344).—The instruction consists almost entirely of the grammar, and translation into English. Little progress has been made in turning English into French. A number of the scholars are well up in the grammar, and can translate simple prose with very fair facility. Schools deserving honourable mention, Lennoxtown, Tillicoultry Academy, Tillicoultry P.S., Culross Geddes, Banton, Collace, Queensferry Burgh.

Mathematics.

4. MATHEMATICS (240).—The instruction embraces practical mensuration, surveying, several books of Euclid, and algebra, sometimes up to quadratic equations. The instruction in this subject is more uniformly good than it is in languages, because the teachers are more uniformly well qualified.

Effect of grammar schools.

I must here remark that the numbers learning languages and mathematics in the schools under my inspection are diminished by the superior attractions of grammar schools, where generally there is a division of labour, and qualified instructors in each branch. No less than a dozen of such

grammar schools are *en rapport* with this district. Edinburgh, Glasgow, Perth, Stirling, Dundee, Falkirk, Linlithgow, Dollar, Alloa, Dumbarton, Crieff, Bathgate.

With the modern facilities of travel it is natural that a considerable number of scholars, whose parents are fairly well to do, should gravitate to these upper schools. And such is the fact. A much smaller number are sent to more distant places.

The only instance of counter gravitation that I know is at Monzievaird, a rural school, which at present attracts from the town of Crieff, 3½ miles distant, 12 scholars in Latin, 3 in Greek, 3 in French, 5 in geometry.

5. GRAMMAR (5,530).—This is a large number of grammarians; too large, it seems to me. More than half of these thousands are playing a "hide and seek" game with the parts of speech. When, after years of this game, the young victims are able to say, A, "article;" man, "noun;" went, "verb;" to, "preposition;" the, "article;" town, "noun," (and such grammar I not unfrequently get from young pupil-teachers), it may be doubted whether they have toiled to any practical purpose. Grammar may succeed, but cannot precede the knowledge of the meaning of ordinary words. Prematurely forced grammar of the above type is a feeble plant that quickly withers and dies in the outside air. How few people in their after-school lives have to name parts of speech, or even to parse or analyze sentences! If grammar does not reach the practical conclusion of enabling us to use our native tongue properly it is hard to see the use of it. Grammar.

I am happy to say, as the next head will show, that a number of the teachers in this district are trying to make grammar a practically useful science. Regarding others I would say that, were they systematically to use grammatical and idiomatic English in their daily intercourse with their scholars, correcting their spoken errors and training them in composition, they would exercise a far higher grammatical influence than they ever will through the mere bald *formulæ* of *word-naming*, *parsing*, and *analysis*.

6. ENGLISH COMPOSITION (1,681).—I am very much pleased that so many are working with a view to this ultimate test of grammatical teaching in common schools. For a long time, if this branch was well represented, I have not sought to inquire by what technical processes the desired end was reached. I wish it could be reached, by whatever process, in all our schools. English composition.

The largest number of good exercises I got during the past year was in the Stirling Allan's S.

Geography. 7. GEOGRAPHY (4,727).—To what I have formerly written I have little to add. A former remark requires yet to be repeated; children with a very imperfect knowledge of their own country are frequently hurried off to the most distant parts of the world. Maps sometimes are dingy and ragged, while new and brightly coloured and cheap ones are plentiful. I find it always a good sign of a school when a large number of the children are in geography. They like it long before they like grammar, and an alert teacher knows how to use this liking.

History. 8. HISTORY (1,724).—It is still open to say that the school history book is, in the main, merely a *reading book*. It is not very often that the *readers* are prepared for examination on the *history*. Sometimes they *are*, about the Roman period; seldomer, about the Wars of the Roses; very seldom, about the last 200 years; and almost never, up to the present time.

Drawing. 9. DRAWING (1,237).—Though this branch is not now in my province, yet I am occasionally asked to look at specimens, and, so far as I may judge, they are very creditable in a considerable number of schools. I must, however, note that pupil-teachers are far too frequently most deficient in map-drawing.

Singing from notes. 10. SINGING FROM NOTES (1,510).—It is not in many schools that this is taught, and in fewer that it is thoroughly taught. In the best cases, after mastering the *sol fa* notation, the children learn part singing with excellent effect. Schools deserving honourable mention: Lennoxtown New Subscription, Helensburgh, Murthly, Redding Muirhead, Falkirk, Alyth Girls'.

Singing not from notes. 11. SINGING NOT FROM NOTES (5,890).—The many good effects of school singing, even when not very scientific and aiming at nothing beyond simple melody, I have never heard doubted by any teacher that has tried it. Indeed, sometimes the will is more pleasant to witness than the deed, where the children are led by a teacher not gifted with musical ear, voice, or taste.

Plain needlework. 12. PLAIN NEEDLEWORK (4,529).—This most useful branch is taught in all the schools except seven, two of which are attended by boys only. Generally it is well taught. In some schools it is elementary enough. In some there is a tendency to be satisfied with knitting and fancy work, omitting as far as possible the more difficult, but more useful, art of sewing. The art of cutting from the cloth and placing needlework is not very often taught. My short experience

in the late Dr. Woodford's district last summer showed me the excellent results of my friend's labours in this direction. I see no reason why the same results should not be produced all over Scotland. The art of sewing, without the art of cutting garments from cloth properly and economically is only half an art. Perhaps your Lordships may be able to devise means to render the art complete. Cutting from cloth.

Schools deserving honourable mention,—Kincardine P.S., Blair Drummond S., Thornhill G.A.S., Monzievaird P.S., New Kilpatrick P.S., Crieff Taylor's S., Errol Female S., Alyth Girls S., Perth West P.S., Perth East P.S., Little Dunkeld P.S., Carriden Girls' S., Crafthead S., Comrie P.S., Bothkennar P.S.

13. ARITHMETIC ABOVE STANDARD VI. (1,213).—In most of the schools under masters, and seven of the schools under mistresses, arithmetic beyond Standard VI. is taught. The pressure of other work, except when the subject came up as the elected branch for Standard VII., did not always leave me time to test it. But so far as I have been able to extend my examination, I am satisfied that the subject is generally very well taught. In most instances, the scholars were ready, intelligent, and accurate. On the whole, I have now little complaint to make about notation. It is generally well attended to. Arithmetic above Standard VI.

14. BIBLE (8,371), CATECHISM (7,914).—The authorized version of the Bible is read in all the schools I inspect, though a very considerable proportion of these schools have no church connection whatever. The shorter Catechism is taught in all the schools except two, one a Wesleyan school the other largely attended by Roman Catholic children. No child whose parents object is asked to learn Catechism. No child, so far as I know, is forbidden to read the English Bible. There is no separate hour for religious instruction. There is no need of a "conscience clause." Its spirit has here been for long in active operation, with no complaint that I have heard. Bible and Catechism.

Coming legislation may be beset with "*ecclesiastical*" difficulties. The "*religious*" difficulty Scotland has already settled for herself, in a very practical and tolerant manner.

To this review of work, I have to add a MERIT TABLE. It is constructed according to the principles formerly detailed, taking also into account all the considerations that fall officially under an inspector's notice. It affects to measure the present comparative efficiency of the most meritorious schools, not the ability of the school teachers. Merit Table.

Schools under masters.

SCHOOLS UNDER MASTERS.

1. Monzievaird P.S.
2. Falkirk P.S.
3. Kincardine-in-Menteith P.S.
4. Culross Geddes S.
5. Stirling Allan's S.
6. Little Dunkeld P.S.
7. Tullibody Subscription S.
8. Cargill P.S.
9. Kinnoull P.S.
10. Bothkennar P.S.
11. Crieff, Taylor's S.
12. Ecclesmachan P.S.
13. Tillicoultry Academy.
14. Lennoxtown Subscription S.
15. Blair Atholl P.S.
16. Pitlochrie G.A.S.
17. Moulin P.S.
18. Greenhills Colliery S.
19. Tillicoultry P.S.
20. Perth New Row S.
21. Logierait P.S.
22. Cardross P.S.
23. Hurlet & Campsie Company's S.
24. Muthill P.S.
25. Queensferry Burgh S.
26. Helensburgh S.
27. Bonnybridge Subscription S.
28. Bonhill P.S.
29. Collace P.S.
30. Rattray P.S.
31. Dumblane P.S.
32. Alexandria P.S.
33. Dalmonach Company's S.
34. Redding Muirhead Colliery S.
35. Kinloch P.S.
36. Banton Subscription S.
37. Logie P.S.
38. Arrochar P.S.
39. Killin P.S.
40. Alva Subscription S.
41. Dunning P.S.
42. Strowan Society's S.
43. Bannockburn Subscription S.
44. Thornhill Easter Subscription S.
45. Crofthead Colliery S.
46. Menstrie Subscription S.
47. Kirkintilloch Oswald S.

Schools under mistresses.

SCHOOLS UNDER MISTRESSES.

1. Alyth Girls' S.
2. Dunkeld Duchess of Atholl's S.
3. Kilsyth Female S.
4. Cumbernauld, South Muirhead S.
5. Kincardine-on-Forth, Lady Keith's S.
6. Lennoxtown Oswald Girls' S.
7. Errol Female S.
8. Inversnaid Female S.
9. Carriden Girls' S.

Female teachers.

Several small schools in this district, formerly taught by men, are now taught by women, far more efficiently. The change is, I understand, going on gradually throughout the country. I have met no person practically and largely acquainted with education that doubts the benefit of the change. Before we knew how extensively women conduct the common school education of the United States, we had begun to move in the same direction.

Treasury building grants.

Last year I was able to visit several simple inspection cases where the building had been aided by the Treasury, before the Committee of Council was established. On the whole, it seems clear that these grants have not been productive of so much good as they were intended to be.

A starved schoolmaster.

In one of these cases, RUSKIE (parish, Port of Menteith), (Treasury grant 43*l.*, in 1839) I forwarded the following Summary Report:—

"Premises extremely poor. Not being prepared for the Revised Code examination, the master had made no entries on the schedule, and I shortly examined the school in the old way. For the apparent age of

the children, the school made a very fair appearance in reading, spelling, religious knowledge, writing, and arithmetic. It was also evident that the intelligence of the children was cultivated better than one could expect from the extremely humble stipend the master makes, which probably does not exceed 25*l.* a year. He is a college bred man, past middle life, an elder. of the parish church, with wife and two of his family (one grown up) still in his house. His house consists of one apartment with one bed in it. The two surplus persons, I was led to believe, make a '*shakedown*' on the school floor. At one time, more '*shakedowns*' must have been there, for the couple have had seven or eight children."

Parish Schools Act, 1861.

The Act of 1861, though a very good Act in many ways, is incomplete. There is no authority empowered to demand that the buildings be sufficient. The superannuation or dismissal of non-acting or inefficient schoolmasters is still, practically, beyond the control of law.

What a parish school may still be.

Last January, at the request of the heritors and minister, I was instructed by your Lordships to visit the parish school of Callander (population 1,676), with the view of retiring the incumbent. The following is copy of my Summary Report in the case.

"Schoolroom old and insufficient. No offices. No maps. No blackboard. Desks few and old. One globe carefully covered. Number of children present, 13. Some said to be absent owing to the very stormy day. Instruction very elementary, not up to the mark of a fair infant school. Only one pupil in arithmetic, she is up to compound addition; none in grammar; none in geography. None entered in the examination schedule. No registers kept. No entries of school statistics made on Form IX. No signature by managers.

"In its present condition this school can, in no practical sense, be regarded as fulfilling the duties of parochial school in the parish."

After receiving from your Lordships, the duplicate of this report, the school managers have, I understand, forborne to take any legal action in the matter. It had been taken elsewhere, and failed.

Education Board.

Whether our parish schools, in the legislation that now seems near, shall be left under the old management, or be merged in a general national system, it seems equally indispensable that an Education Board be armed with imperial authority to see that the school premises, &c. are sufficient, and that the teachers are acting and fairly efficient in their work.

False school returns.

In a number of schools I found the children's ages understated on the examination schedule, chiefly in the three lowest standards. In one of these cases *of suiting ages to standards,* (I wish it were a solitary one), I had to report thus :—

"Greater care should be taken to enter as far as possible the exact ages of the children on the examination schedule. About a score had been entered too young. It was explained that they had been irregular

attenders, and appeared in lower standards than might be expected, which I do not doubt, but this is no reason why a public return should be *cooked.*"

Where an inspector finds deliberate mis-statement on the face of the examination schedule, he cannot help feeling sceptical about the other school statistics, which are entered on Form IX., and which it is impossible for him to verify. The returns as a rule are made by the teachers, and it is very seldom that the signatures of managers can be reckoned more than a purely *formal* attestation.

I have the honour to be, &c.

D. MIDDLETON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector,* JAMES CUMMING, Esq., LL.D., *on* SCHOOLS *connected with the* FREE CHURCH *and other* SCHOOLS *inspected by him in the* SOUTH EASTERN DISTRICT *of* SCOTLAND.

MY LORDS,

I HAVE the honour to submit to your Lordships my report on the schools which I have inspected in the year from September 1867 to August 1868. Though it is two years since my last report was presented I do not propose to refer to the earlier of those years, as the state of the schools during both years has been so very nearly the same that an account of the last year alone may sufficiently indicate the condition and progress of the schools.

Classes of schools.

Though the greater number of the schools visited by me are connected with the congregations of the Free Church, and are partly supported from its central educational fund, there is a considerable number of them which are not so related. I reckon 25 schools on my list of this character, in which the management is promiscuous so far as religious denomination is concerned, besides five others in which the principal supporters are members of the Free Church, but which are not congregational nor supported by the central fund. I have also inspected two schools connected with the United Presbyterian Church. In all of these the instruction is virtually the same as in the Free Church schools, and in all the Scriptures are read and made the subject of instruction.

All these schools are taught by certificated teachers, and were inspected with a view to annual grants with the exception of *one,* which was simply inspected that the teacher might be qualified to appear at the examination for certificates.

Number of schools.

The whole number of schools inspected by me is stated in the tabulated reports to have been 157. Without questioning the accuracy of this statement, I showed in my last report how the number might be differently calculated, and accordingly, in characterizing the different schools according to the *standards* of the Revised Code, returns have been made for 177 schools. I may observe further, that from the same tabulated reports it appears that the number of schoolrooms in which separate teachers are employed is 183, and that the number of certificated teachers is 202.

The calculations which I have made for myself coincide in general so very nearly with the results in the summaries that the difference is not worth inquiring into. On two

points, however, there is a discrepancy which affords matter for consideration. The whole number presented for examination is stated in the summaries to be 9,412. I make it to be 9,553. This may partly arise from some names having been struck off as not fulfilling the conditions of the articles in the Code; but I think it also proceeds from not including some who were presented for the second time in the sixth standard. I may have omitted to mention in my daily reports the circumstances which justified their being presented, or the additional studies which made their examination equivalent to a seventh standard. The difference, however, is proper to be noticed, as making the disproportion not so very great, though it is still too great, between the numbers presented and the average attendance.

Pupil-teachers.

The other discrepancy is more serious, though it is easily explained. The number of pupil-teachers is said to be 242. The number of those who were actually apprenticed or engaged, and who appeared before me was, unless I am mistaken, only 179. This difference I have no doubt arises from the fact that a considerable number had completed their engagement, and had been removed from the school before the day of inspection. The schools, for example, which are inspected in February or March might have had pupil-teachers whose apprenticeship was completed in the preceding December, and who, though entitled to payment for a part of the year, and on the books for that year, did not present themselves when the school was inspected. But I believe that this is not the whole case. As the Committee of Council have not thought it right in the present unsettled state of educational affairs to promise payments to pupil-teachers for more than two years, engagements have been made for the same period by the managers of schools, and though the engagement is not *necessarily* terminated at the end of the period, in many cases it is so in point of fact, and the pupil-teacher when he has concluded his term betakes himself to some other occupation before the day of inspection arrives. I suppose that this result is unavoidable while the present uncertainty of our educational system continues; but the effects are much to be regretted. In the *first* place the pupil-teacher is removed when his services are only beginning to be useful, for in an apprenticeship of five years the last three are incomparably the most valuable; and in the *second* place, the supply of trained apprentices to be students in our normal schools seems likely to be diminished in a serious degree. Though it occasionally happens that one who has not been a pupil-teacher stands at the head of the list of candidates for admission, as a rule the trained

apprentices prove the best qualified, and I fear that the number of those presented for examination will show a considerable falling off.

Of the 177 schools already mentioned as being reckoned separately in the returns of the examinations in the standards one was an infant school from which the children were removed into the adjoining female school as soon as they were fit to be presented for this examination, and consequently the return for it is *nil.* Of the remaining 176 I have made the following arrangement, similar to that which I made in my last report. In these there were— Results of examination.

	15	in which there were no failures.			
Other	57	in which the failures were less than		5	per cent.
„	56	„	„	10	„
„	24	„	„	15	„
„	16	„	„	20	„
And	8	in which the failures were more than		20	„
	176				

In my report for 1866 I noticed that out of 166 schools there were 100 in which the failures were less than 15 per cent. By combining the first four divisions given above it will be seen that the corresponding number is 152 for 176 schools. I believe that the estimate is made on exactly the same principle in both cases, and the result affords a decisive evidence, so far as the system can be trusted, of progress in the instruction of the schools.

Of the 15 cases in which there are no failures recorded it must be mentioned that seven were infant schools in which the examinations were confined to the lowest standards. In regard to the rest, a distinction should be made according to the proportion which the number presented for examination bears to the average attendance. In four of them that proportion may be stated as two-thirds or more; in the others it is little more than a half. This, however, is exclusive of the children under six years of age, by adding whom the number would bear a considerably greater proportion to the average. With the same qualification it may be observed that some other schools where two-thirds or more were presented the per-centage of passes amounted to 97 or 98; and these, I conceive, may be fairly preferred to the schools in which only one half were presented, though the latter may have passed without a failure. In two schools—the one in the Pleasance of Edinburgh, and the other in the sequestered Highland district of Strathbran in Perthshire—the number presented was actually more than the average attendance for the year,

and the passes in the one were 95·61, and in the other 99 per cent.

Subjects of Instruction.

Reading. So far, therefore, as the essentials of an elementary education are concerned, the schools may be considered as fairly accomplishing the objects which they are expected and intended to secure. The reading is for the most part satisfactory. It may be observed that in this branch I have as frequently to mark defects in the higher as in the lower standards. It is not very difficult for the teacher to bring up those in the younger classes who have been sufficiently regular in their attendance to the attainments required; but in the fifth or sixth standard some whose lessons may have been interrupted or irregular exhibit deficiencies which it is impossible to overlook. But, on the whole, if allowance be made for the want of expression in the poetry, the reading is fluent and intelligent.

Various series of reading books have been prepared and published during the last few years. It would, perhaps, be improper in me to single out any one series for special recommendation; but, while there are considerable diversities of character among them, there is in all (I speak of those published in Scotland) an endeavour to combine true progressive training in reading with suitable subjects of study for the acquisition of knowledge and the cultivation of taste and feeling. Some of the older sets have undergone revision and improvement, and a teacher can have little difficulty in selecting a suitable set for his purpose.

Writing and arithmetic. The writing in the third and fourth standards is often defective in neatness, and the spelling in accuracy; these are the faults of beginners. In the fifth and sixth standards the progress is often very conspicuous. The arithmetic is very commonly up to the mark in the higher standards; I doubt whether it is carried farther so much as it used to be by the older scholars, but on this point I cannot speak decidedly, as it often happens that I have not time to ascertain the higher attainments of individuals.

Scripture. But while the acquisition of knowledge and skill in these branches may save the pupils from the evils which arise from gross or absolute ignorance, those who look to education as the means of forming and elevating the character of the citizen must have a regard to the moral training of the scholar, and that in respect not only of such virtues as truth, honesty, and temperance, but also of reverence for sacred things, and Christian piety; and therefore I cannot think it of light importance that the Holy Scriptures should be the

classic volume and the statute book of the school. The Bible lesson is a uniform part of the instruction in all the schools which I inspect. It is given with various degrees of skill and success; but I have often been pleased to find that when the lesson as given by the master seemed defective, a cross-examination brought out a degree of information and intelligence which was highly satisfactory, whether it was to be ascribed to the instruction of the teacher or to the lessons of the domestic circle.

Geography and grammar.

In geography and grammar some instruction is given in all, or almost all, the schools. The extent of the instruction varies greatly in different places. In some the geography goes little beyond the map of Scotland or of Britain; in others it extends to Europe or to all the continents. In grammar, in like manner, the learning varies from the mere knowledge of the parts of speech, in some schools, to the intelligent analysis of sentences in others. But in scarcely any school are these subjects entirely neglected, and something of history is not unfrequently added.

Other subjects.

In various schools other subjects are taught, such as drawing, Latin, or French, according to the tastes and accomplishments of the teacher.

Registers.

In consequence of the variety of information required by your Lordships regarding the attendance on schools under inspection a great improvement has taken place of late years in the registers of the schools. In almost all the schools there are now regularly prepared and printed registers, and scarcely a year passes without a new set being published with supposed improvements on those which went before. I could easily enumerate six or eight different sets which I find in different places, and any of them, if carefully kept, would afford the information which is required by the Committee of Council. They are not always kept with sufficient distinctness, and I have been accustomed, as a test, to insist that they should be kept in such a manner that if the master were removed they should be perfectly intelligible to his successor. A few masters still prepare their own forms, but the number is likely to become smaller as the convenience of the printed registers becomes obvious.

I have the honour to be, &c.

J. Cumming.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, CHARLES E. WILSON, Esq., M.A., *on the* SCHOOLS *connected with the* FREE CHURCH, *and other* SCHOOLS, *inspected by him in the* WEST OF SCOTLAND *and in the* WESTERN ISLES.

MY LORDS, Glasgow, January 1869.

I HAVE the honour to present to your Lordships my report on the schools inspected in my district during the year ending 31st August 1868.

Limits of district unchanged. Increase of schools under inspection.

Since my last report in 1866 there has been no change in the geographical limits of my district, but the increase in the number of schools under inspection has been considerable. In 1866 I inspected 149 schools,* comprising 223 departments under separate teachers, while in 1868 the number had increased to 180 schools, comprising 261 departments under separate teachers. But this enumeration of schools and departments gives a very inadequate idea of the amount of work done in my district during the year. In addition to the actual work of inspection and examination of children in the different standards, the travelling is of an extent and character to tax severely the physical strength and endurance of the strongest. In the Highlands and islands the schools are scattered over so wide an area, and the means of communication with a centre so difficult, that collective examinations are practically impossible; the pupil-teachers must therefore be examined along with the school. This adds to the work of the inspector, and, to some extent, puts the school machine out of gearing, as the pupil-teacher-part is awanting; classes are without their ordinary teachers; children, having nothing special to occupy their attention, become restless, and an air of unusual disorder pervades the school.

Difficulties incident to inspection in the Highlands and islands.

State of school buildings, &c.

Since the date of my last report, handsome and very commodious premises have been erected at Dumbarton, Wellpark, Clarkston, and Wishaw. Desks and other school-furniture have been either renewed, or repaired in not a few schools. Playgrounds have, in many cases, been improved, and made more generally useful to the children, and the necessary offices are now attached to every school. These additions, repairs, and other improvements have been gradual, and may be fairly regarded as indications of a growing interest in the cause of popular education, and a slow but satisfactory appre-

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* This number did not include all the inspected schools in my district. I was unable, from pressure of work, to visit 15, and payments were therefore made on the certificate of the managers.

ciation of the recommendations made, from time to time, in your Lordships' Minutes.

In most schools the supply of black-boards, maps, slates, &c. is quite sufficient for the proper conduct of the school. Here and there, however, I meet with only a few maps and a scanty supply of slates, and these often of an inferior kind; but the want, which interferes most materially with the work of the school, is that of slate-pencils of a proper size. No child can write legibly, not to speak of writing well, with a short pencil. It should always be of such a length as to be held in the same way as a pen. With such a pencil and a ruled slate, the exercises in writing prescribed to Standards I., II., and III. might be made the valuable introduction to the art of writing intended by the framers of the Revised Code. In many schools this is the case, and it only requires attention to be drawn to the subject to bring about a like result in all aided schools.

Apparatus.

Want of proper slate pencils.

Importance of a proper pencil, and a ruled slate.

Of late years much attention has been given to the preparation of school books, both in England and Scotland, and we have now many complete sets at prices fairly within the reach of the working man. In the school books of an older date, the main purpose was not so much to teach the child to read, as to fill the head with a jumble of facts on all conceivable subjects, from the manufacture of a pin to the forging of an anchor. This is happily no longer the case. In the elementary books, the lessons are now properly graduated, and of a more interesting character; while in the more advanced, the extracts from our best authors are well selected, and such as an intelligent pupil should easily understand, and naturally feel a pleasure in reading, or committing to memory. This is a matter of greater importance than may at first sight appear; for if the pupil does not understand the scope and meaning of a passage he will rarely read well, and no amount of drill will give to his reading an easy, natural style. While thus deprecating the indiscriminate use of scientific reading-lessons, I must guard myself against the charge of opposing lessons on "Common things." Nothing is farther from my intention. Common things, or what it is "essential for every one to know," and "a disgrace "to be ignorant of," now find a place in every well-conducted school. The object-lesson in the hands of the skilful and experienced teacher becomes the vehicle of conveying much valuable and instructive information to the child. But great care must be taken not to overload the mind with a chaotic mass of unconnected facts (*chaos, rudis indigestaque moles*), which rather retard than develop the mental powers of the young. As evidence of what may be accomplished

School books.

Those of an older date contrasted with those of the present day.

Importance of the object-lesson.

through the medium of the object-lesson, when judiciously and skilfully employed, I beg to name the juvenile and initiatory departments of the Free Church normal seminary, Glasgow, where the influence of David Stow, the father of the object-lesson in Scotland, is still sensibly felt.

Statistics of schools inspected.

The number of schools inspected during the year was, as stated above, 180, but as one school was necessarily inspected twice, the number is, strictly speaking, only 179, comprising 260 departments under separate teachers. These departments are conducted by—

Number of masters.	Masters, certificated	158	
	„ uncertificated	22	
			180
Of mistresses.	Mistresses, certificated	71	
	„ uncertificated	10	
			81
			261

In addition to this teaching staff I found in the aided schools—

Of assistants, and pupil-teachers.	Probationer teachers	25
	Uncertificated assistants	8
	Pupil-teachers	287
		320

Total number of teachers.

In all 581 teachers, assistants, and apprentices, or an average of about 3·2 to each school.

Number of children.

In these schools the children present on the days of visit amounted to 23,084, while the children in average attendance were 22,602. It thus appears that on the day of visit there were 128 children, on an average, present in each school, while the average attendance amounted to 125.

But these statistics, however interesting in themselves, give a very inadequate idea of the state of the schools. They refer merely to the raw material, or at least, to that material apart from the work of the master. The following tables, however, show this in detail, so far as the individual examinations under the Revised Code are concerned. Of the 180 schools inspected during the year, seven were cases of simple inspection without individual examination. In four of these schools there had been a change of masters; two were visited for the first time, and one was an invitation case. There fall, therefore, to be deducted from the number of 180 inspected schools these seven schools, thus leaving 173 schools with 22,752 children present on the days of visit. Of these, 16,418 had made the required attendances, and were thus qualified for individual examination in terms of the Revised

Results of examinations under the Revised Code.

Code. But as there are 14 schools with two departments under the charge of certificated teachers, and so constituted that each department makes a separate school, to this number of 173 there must be added 14, thus making the true number of instances, or cases of inspection and examination, 187.

Standard VII.

To meet the case of those, who at the previous examination had been presented in Standard VI., and were still at school, I made a Standard VII. As a general rule, the dictation and reading were the same as in Standard VI., but the exercise in arithmetic was considerably in advance, sometimes embracing vulgar and decimal fractions with proportion and simple interest.

TABLE I.

Results of individual examinations in numbers.

—	Year ending 31st August 1868.			
	Number examined.	Number passed in		
		Reading.	Writing.	Arithmetic.
Standard VII. -	161	161	160	154
„ VI. -	752	752	716	714
„ V. -	1,361	1,359	1,215	1,269
„ IV. -	2,008	1,991	1,712	1,676
„ III. -	2,837	2,776	2,755	2,697
„ II. -	3,123	3,034	3,109	2,908
„ I. -	3,705	3,615	3,598	3,243
Totals -	13,947	13,688	13,265	12,661

Number absent on day of inspection. Children under six years of age.

In addition to the number of 13,947 given in this table, 1,519, who had made the 200 attendances, were absent on the day of inspection, and 952 children under six years of age were examined orally, thus making a total of 16,418 who were entered in the schedules as having completed the required attendances, and fulfilled Articles 40–47.

TABLE II.—PROPORTION examined in each STANDARD.

Results of individual examinations in percentages.

—	Year ending 31st August 1868.	
	Per-centage of Total Number examined.	Per-centage of Total Number present.
Standard VII. - - -	1·15	0·70
„ VI. - - -	5·39	3·30
„ V. - - -	9·75	5·98
„ IV. - - -	14·39	8·82
„ III. - - -	20·34	12·46
„ II. - - -	22·39	13·72
„ I. - - -	26·56	16·28
Total examined -	99·97	61·26

TABLE III.—PROPORTION passed in each SUBJECT.

—	Year ending 31st August 1868.		
	Per-centage passed in		
	Reading.	Writing.	Arithmetic.
Standard VII. - - -	100·00	99·38	95·65
„ VI. - - -	100·00	95·21	94·95
„ V. - - -	99·85	89·27	93·24
„ IV. - - -	99·15	85·26	88·46
„ III. - - -	97·85	97·11	95·06
„ II. - - -	97·15	99·55	93·11
„ I. - - -	97·57	97·11	87·53
Of total number examined	98·14	95·11	90·78

Numbers passed in reading, &c.

It thus appears, that of the 13,947 children presented for examination there passed in reading 13,688, in writing 13,265, and in arithmetic 12,661,—making in all 39,614 passes out of 41,841 possible passes, or, in the form of a per-centage, 94·7 children passed in three subjects, giving a failure of only 5·3 in every hundred.

Remarks.

All things considered, the irregularity of attendance in some schools, its fluctuating character in others, the prevalence of epidemic disease in one locality, and the absence of the more advanced scholars in another, this result must be considered satisfactory evidence of educational progress in the Western District. It must not, however, be inferred that the results in Table III. indicate perfection, even where no failure occurs. In reading, for instance, failure marks bad reading, but pass does not necessarily mark good reading. Indeed, good reading is so rare an accomplishment in the schools of my district, that an ordinary pass, even in the higher standards, includes merely fluency, pronunciation correct in the main, and a fair knowledge of the meaning of the passage, while a bare pass, as a matter of course, includes considerably less. Were it not invidious to single out schools I could name several in my district where the reading is not only fluent, but expressive, and where, even in the lower standards, the children read with ease, and in a way to show that they thoroughly appreciate the sense of the passage. In these schools, in addition to the reading lesson, the children are in the habit of committing to memory extracts from their reading books, which are repeated to the master, and errors in pronunciation, expression, or taste pointed out and corrected. In this way, the reading is improved, the taste cultivated, and the mind stored with much that often gives

Results satisfactory, but do not indicate perfection.

Good reading a rare accomplishment.

In several schools reading fluent, &c.

The cause.

point to conversation, and always assists the young composer in acquiring an easy and natural style of writing. In former reports I have directed attention to the great value and importance of this exercise, and I beg again to urge on managers and teachers the propriety of making it an integral part of the school course.

Importance of committing passages to memory recommended in former reports, &c.

As regards the writing of Standards I. and II. the results in Table III. are good. It is now a rare occurrence to find a child in Standard I. who cannot form the letters and figures in a distinct and legible manner, while, in many schools, the specimens exhibited are of a character to show clearly how much may be done with a ruled slate and a proper pencil. Where a line of print is not fairly transcribed in Standard II. I find, as a rule, that the writing on paper in the higher standards presents faults of a similar kind. Slovenliness in the one argues slovenliness in the other, while care and attention in the one are equally represented by care and attention in the other. In Standard III. the writing to dictation affords equally favourable results, and generally in the same schools. In Standard IV., however, where writing on paper begins, the results are not so satisfactory. Here the failure is about 15 per cent. In the schools where this is most apparent, the master invariably complains of the difficulty of passing from slate to paper, but unfortunately, as stated above, where paper-work is bad, slate-work is rarely good, and *vice versâ*. The reason, it seems to me, lies more in the method generally adopted than in any real difficulty in the transfer. For wherever I find dictation a daily exercise the results on paper are equally satisfactory with those on the slate, but, where the slate is put into the hands of children merely to keep them quiet, and where the dictation lesson is more frequently omitted than given, it need surprise no one that comparative failure is the result. In Standard V. matters are slightly improved, while in Standards VI. and VII. the results may be justly considered very satisfactory.

Slate writing. Results in Standards I. and II.

Writing to dictation.

In Standard III. results good.

In Standard IV. results not so satisfactory.

The cause.

Slight improvement in Standard V.

Results in Standards VI. and VII. very satisfactory.

On referring to Table III., it appears that arithmetic still continues to be the weak point in the schools of my district. The per-centages of failure in the three subjects of reading, writing, and arithmetic may be said to be, in round numbers, 2, 5, and 10.

Arithmetic still the weak point.

In so far, this is a satisfactory result. But as the deficiency in arithmetic occurs mainly in Standards I. and IV., where it reaches $12\frac{1}{2}$ and $26\frac{1}{2}$ per cent. respectively, more attention would seem to be required for the starting points of *simple* and *compound* arithmetic. In Standard I. subtraction, and in Standard IV. compound division, are the stumbling-blocks, or, in other words, a certain number failed not only to master

Deficiency in arithmetic mainly in Standards I. and IV.

the more advanced part of the prescribed work, but even to attain that proficiency in the easier part which would have secured the minimum pass. In Standard I. this deficiency is found mainly in girls' schools, or among the girls of mixed schools; but in Standard IV. the failure is of a more general character as regards sex, and class of school.

Inspector's assistant.

Before leaving this part of my report I may be permitted to state, that, in the examination of children in the different standards, I have received great assistance from Mr. Binnie, whose faithfulness and diligence in the discharge of duty I have now the pleasure to bring under the notice of your Lordships.

ATTAINMENTS OF CHILDREN IN OTHER BRANCHES.

Religious instruction.

Having, in my report for 1866, given a detailed account of the methods of instruction generally adopted in the schools of my district, it may suffice, on the present occasion, to state that this important subject continues to receive the same amount of time and attention as formerly, and with a like satisfactory result.

Grammar and geography.

For some time after the introduction of the Revised Code, these subjects were somewhat neglected, but not to the extent anticipated by many friends of education. Now, however, I am happy to be able to say, they are taught as generally, and as efficiently as at any former period during the 17 years, over which my experience as an inspector extends.

History.

This has never been a general subject of instruction. Now and again I meet with a class in British history, but rarely does their knowledge of the subject extend beyond a few commonplace facts and leading dates, such as the era of the Norman conquest, and the date of Magna Charta, Bannockburn, or the Spanish armada.

Latin.

The teaching of it decreasing.

The cause.

This subject is now so seldom met with in the common school, that I have almost ceased to regard it as one of the branches of instruction. This is the more to be regretted, as it is owing not so much to disinclination on the part of the parent to give his son the benefit of a classical education, as to inability on the part of the master to teach anything beyond the merest elements, and even that modicum in a manner the most perfunctory. But the case is far otherwise in the schools where the master has had the opportunity of adding the culture of the University to the training of the Normal school. There Latin and Greek are often taught in such a way as to secure results little, if at all, inferior to those of the purely classical school. But these schools are so few in number, and scattered over so wide an area, that, like

Classics well taught in the schools where the masters are University men.

a rush-light in a dark room, they only serve to make the surrounding darkness more visible.

The whole subject of "joint University and Normal school training" has been so recently and ably treated by my colleague, Mr. Kerr, that it may suffice, for the present, to add that, while I agree with him in his conclusions, I see no reason to alter, or modify any of the opinions to which I have given expression in former reports. The normal school and the University.

Supply of Pupil-teachers.

In the supply of pupil-teachers the tide has begun to turn. Managers and teachers are now as anxious to get apprentices, as they were, a few years ago, to free themselves from the fancied encumbrance. The managers' fears of responsibility have been removed by the provisional engagements allowed by your Lordships, and the masters find it more for their interest to have the aid of the paid apprentice, than to pay, out of their own pocket, for the necessary assistance of the probationer. I regret, however, that the returning tide has not brought *quality* as well as quantity. Supply of pupil-teachers. Quality not equal to quantity.

The difficulty of getting male candidates of the *right sort* is daily increasing, and the adverse influences, to which I referred in my last report, still exist. To give a case: the normal school had formerly a large and efficient staff of male pupil-teachers—it has now only two; while the supply of female candidates is most ample. Nor is this a solitary instance; the same difficulty is felt in all the large schools of my district, and may be attributed to the same causes—the high price of juvenile labour, and the preference of parents for the present advantage of a weekly wage over an annual stipend, the payment of which is contingent on passing a satisfactory examination at the close of the school year. Difficulty of getting male candidates of the *right sort*. The causes.

Night Schools.

During the past year I visited nine night-schools; of these six were in Glasgow, one in Renton, one in the mining village of Inkermann, and one at Shotts. The attendance is generally very irregular and fluctuating, and the disinclination of the pupils to any inspection, or examination, is such, that only a comparatively small number of those, who have made the required attendances, can be induced to come forward on the night of examination. This is very disheartening both to managers and teachers, and often leads one to doubt whether the benefit obtained is always in proportion to the time and trouble expended. A little reflection, however, will dispel this doubt. The night-school is a necessary and useful addition to the day-school in the mining and manufac- Night schools. Attendance very irregular. The night school a necessary

addition to the day school in the mining, &c. districts. Why.

turing districts, where children are too often put to work at an age when they have barely mastered the merest rudiments of education. Once at work, they have rarely another opportunity of attending the day-school, and must either lapse into ignorance, or get their slender stores supplemented by the night-school. But it is to be feared that the parent puts too much stress on what the night-school can do for his child, and therefore has the less scruple in withdrawing it at a tender age from the proper sphere of childhood. Be this, however, as it may, I have seen so much good resulting from a well-conducted night-school, that I hope yet to see one connected with every aided school in the mining and manufacturing districts of Scotland.

I have the honour to be, &c.

CHARLES E. WILSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

GENERAL REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. T. WILKINSON, A.M., *on the* EPISCOPAL CHURCH SCHOOLS, *inspected by him in* SCOTLAND.

MY LORDS,

THE report which I have now the honour of submitting to your Lordships presents few circumstances to distinguish it from those of former years. The number of schools actually inspected by me is nearly the same as in last year, and I have already so often remarked on the character of those schools that there is little room for novelty in the observations which I have to make. Circumstances of schools much the same as in past years.

The whole number amounts to 124 schools, comprehended in 105 distinct institutions; of which latter, 85 are in receipt of your Lordships' annual grants, and 20 are cases of simple inspection. Number of schools.

Tabulated statements.

TABLE I.

	1. Schools.	2. Teachers and Assistants.	3. Pupil-teachers.	4. Scholars.
1867 - -	119	150	169	11,711
1868 - -	124	147	150	11,995

TABLE II.

——	4·2 Increase.	2 Decrease.	6·6 Decrease.	2·4 Increase.

Table I. exhibits the following results, viz., an increase of five in the number of schools, a decrease of three in the number of teachers, a decrease of 19 in the number of pupil-teachers, and an increase of 284 of scholars. Increase and decrease.

Table II. shows the per-centages of the preceding calculations. Per-centage.

The above tabulated statements merely require one or two brief remarks. Remarks on the preceding Tables.

Column 1. During the past year there has been only one school closed, in the county of Kircudbright; six new ones have been opened in the counties of Perth and Aberdeen.

Column 2 calls for no especial remark.

Column 3. The large decrease in this column arises from the great majority of male pupil-teachers quitting the profession at the end of their apprenticeship, and some at the

end of their first and second years; the number of female candidates for apprenticeship continues stationary.

Column 4 exhibits a satisfactory result.

Comparison of schools.

The large area of my district, comprising schools of very different character, according to the locality in which each is situated, I have hitherto shrunk from arranging the schools according to their merits, from a feeling that no comparative standard of their efficiency could fairly be instituted. But, though for this reason, I hesitate to make a minute comparison between schools existing in the various districts, and even in the various localities of the same district, I cannot but remark that if there be any circumstance generally observable through the many localities of my extensive district, it is this, that the state of education in any given district is commonly proportioned to the interest felt in it, and the assistance given, by the upper classes of society therein residing. Applying this remark to the present condition and to the prospects of the Scotch Episcopal schools, I have to report that the most flourishing schools are those in which the clergy receive their legitimate support from the landed proprietors and the wealthiest inhabitants of their respective districts; and that the languishing and inferior schools owe much of their condition to the want of the pecuniary support which the means and influence and the true interests of the laity would lead the country to expect would be extended to them. Hence the burden and maintenance of these schools fall heavily and most disproportionately on the clergy, many of them gentlemen of limited means, whose pecuniary resources are thereby unduly taxed.

Education advances or declines as the gentry act in regard to it.

Clergy the chief support and mainstay of the schools.

General condition of education in the district.

In former reports I have always, with more or less minuteness, discussed the characteristics of school organization, discipline, and teaching, and more especially noted, in terms of commendation or otherwise, the modes generally used in inculcating the elementary branches of knowledge. The past year presenting no essential difference in these matters, as compared with its predecessors, I do not propose now to enter into a similar statement or discussion, but merely to observe that on the whole I am able, as regards the state of elementary education in my district, to report a sensible, if not a decided progress.

Comparative statement of passes in reading, writing, and arithmetic.

Passes in reading, writing, and arithmetic.

——	Reading.	Writing.	Arithmetic.
1867 - - -	91·86	89·00	83·46
1868 - .. -	91·26	91·82	82·34

General per-centage of passes:— General per-centages of passes.

1867	-	-	88·04
1868	-	-	88·47

The above exhibits an almost stationary condition of the reading and arithmetic, an improvement in the writing and dictation, and a general advance on the whole. Results.

A few remarks on each of these standard subjects may here not be out of place.

Though the statement above exhibits a slight falling off in the reading, yet I am not without hope that the introduction into most of the schools of a better class of reading books, which I am glad to record, may lead to an advance next year, and convey into our schoolrooms a more intelligent style of reading than at present prevails. Hitherto the supply of food in this respect has been unsuited to the intellectual palate. Reading.

This is decidedly improving, especially the penmanship, and if the pass had depended on this alone the advance would have been very large; but the weakness in many cases of the spelling has detracted much from the value of the pass for mere writing, and this is a point on which there should be no mistake. In every standard beyond the second spelling is an essential part of the exercise. Writing and dictation.

The Revised Code is gradually bringing in real proficiency in arithmetic instead of mere apparent progress; the day for this is gone by, and a sterling elementary foundation is being laid in most of the schools of my district. On this object I ordinarily give exercises in notation and numeration only in the 4th, 5th, and 6th Standards. I cannot but think that much time is lost in attempting to make children familiar with notation and numeration too soon, and certainly no exercises so bewilder young children as in these subjects. Arithmetic.

The higher subjects of instruction continue to receive equal attention to that of former years. Higher subjects.

The religious instruction is in the hands of the clergy, and their constant and valuable supervision of that department of the school work is being attended with the best results. Religious instruction.

In grammar, history, and geography some advance has been made, but not a very great one generally. In grammar too little attention is paid to parsing and too much to the analysis of sentences. Geography takes a higher position in good schools than formerly. History remains somewhat in abeyance. Grammar, &c. Too much of analysis, too little of parsing. Geography improving. History moderate.

In female schools industrial work is at very fair standard. Sewing, &c. fair.

Music generally is a failure. Drawing has been successfully introduced into some schools of the higher kind. Music a failure. Drawing advancing.

Registers. Though the registers are kept generally with fair care and attention, cases have occurred in which carelessness—to say the least of it—has been exhibited. The filling up of this record still requires punctuality and constant attention.

Log book not well filled up. The log books are seldom kept as well as I could wish. In many schools such expressions as "ordinary progress"—"same as yesterday"—"nothing particular"—are occurring again and again. Several teachers seem to have nothing else to record; and some, I regret to observe, exercise very little discretion as to what they shall enter.

Teachers. The teachers are as a body respectable, well conducted, and attentive to their duties; of the trained teachers almost all are satisfactory and more than satisfactory, in respect both to instruction and discipline; of the few schools of untrained teachers I cannot speak in other terms than those of moderate commendation.

Pupil-teachers doing well. The pupil-teachers' present condition is on the whole satisfactory; in really good schools they are remarkably well trained, teach thoroughly, and pass good examinations.

Result of late examination for admission. The list of the names of the successful candidates for admission into normal colleges, just issued, bears gratifying testimony to the attainments of the candidates both male, and female, there being no failures among the males, and only one among the females; of the former, one is in the first class, and one in the second; of the latter five are in the first class, and five in the second.

The names and schools of each are subjoined:—.

John Kinna, Cally English Episcopal	First Class.
Robt. F. Monat, Leith, Episcopal	Second Class.
Margaret Blacklock, Carlisle	First Class.
Annie Knisley, Inverness	,,
Julia Lloyd, Edinburgh	,,
Jane A. Bates, Durham	,,
Isabella Fleming, Edinburgh	,,
Joanna Stewart, Pottalloch	Second Class.
Margaret Millar, Stirling	,,
Isabella Hutchinson, Elgin	,,
Elsie Dow, Banff	,,
Mary Donald, Edinburgh	,,

School buildings. I am happy to be able to report that on the whole the school buildings in my district are in a most satisfactory condition, and I take this opportunity of stating, that with scarcely an exception, the school managers have been most willing and ready to carry out any improvements which I have suggested.

New school buildings. New and commodious school rooms are being erected at Crieff, Perth, Coldwell, Aberdeenshire, and additions,

some very important ones, in other parts of that county, and in Banffshire.

I beg to conclude this my sixteenth report of the Scottish episcopal schools, by repeating to the clergy and managers my hearty thanks for the courtesy and consideration I have met with at their hands.

I have the honour to be, &c.

T. WILKINSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX No. 2.

NORMAL SCHOOLS.

LIST OF NORMAL SCHOOLS UNDER INSPECTION.

Name of Normal School.	Name and Address of Correspondent.
Normal Schools for Masters only. (15.)	
BANGOR (Brit. and For. School Society's)	REV. D. ROWLANDS, Bangor.
BATTERSEA (National Society's)	REV. E. DANIEL, Battersea, London, S.W.
BOROUGH ROAD (British & Foreign School Society's).	ALFRED BOURNE, ESQ., Borough Road, London, S.E.
CARMARTHEN (National Society's)	REV. E. B. BIDDICK, Carmarthen.
CARNARVON (Church of England)	REV. J. S. BOUCHER, Carnarvon.
CHELSEA, ST. MARK'S (National Society's)	REV. J. G. CROMWELL, St. Mark's Normal School, Chelsea, London, S.W.
CHESTER (Diocesan)	REV. ARTHUR RIGG, Chester.
CULHAM (Oxford Diocesan)	REV. J. RIDGWAY, Culham, Abingdon.
DURHAM (Diocesan)	REV. A. R ASHWELL, Normal Sch., Durham.
EXETER (Diocesan)	REV. W. DAVID, Exeter.
HAMMERSMITH, ST. MARY'S (Roman Catholic).	REV. J. B. ROWE, Brook Green House, Hammersmith, London, W.
PETERBOROUGH (Church of England)	REV. C. DAYMOND, Peterborough.
SALTLEY, nr. Birmingham (Worcester Dioc.)	REV. W. GOVER, Saltley, Birmingham.
WINCHESTER (Diocesan)	REV. C. COLLIER, Normal Sch., Winchester.
YORK AND RIPON (Diocesan)	REV. G. ROWE, York.
Normal Schools for Mistresses only. (16.)	
BISHOP'S STORTFORD (Rochester Diocesan)	REV. A. H. BLUNT, Bishop's Stortford.
BRIGHTON (Chichester Diocesan)	REV. H. H. WYATT, 84, Montpelier Road, Brighton.
BRISTOL, GLOUCESTER, & OXFORD (Dioc.)	REV. W. SMITH, Fishponds, Bristol.
DERBY (Lichfield Diocesan)	REV. CANON LATHAM, Little Eaton, Derby.
DURHAM (Diocesan)	REV. W. H. WALTER, Durham.
EDINBURGH, Lochrin House (Scot. Epis.)	REV. C. SMITH, Edinburgh.
GRAY'S INN ROAD (Home and Colonial School Society's).	REV. J. JOYCE EVANS, Gray's Inn Road, London, W.C.
LINCOLN (Diocesan)	REV. HECTOR NELSON, Lincoln.
LIVERPOOL ROMAN CATHOLIC	THE PRINCIPAL, Roman Catholic Normal School, 96, Mount Pleasant, Liverpool.
NORWICH (Diocesan)	REV. W. C. DAVIE, Norwich.
RIPON (York and Ripon Diocesan)	REV. E. B. BADCOCK, Ripon.
SALISBURY (Diocesan)	REV. W. D. MORRICE, Longbridge-Deverill, Warminster.
STOCKWELL (British and Foreign School Society's).	ALFRED BOURNE, ESQ., Borough Road, London, S.E.
TRURO (Exeter Diocesan)	C. BARHAM, ESQ., Truro.
WARRINGTON (Chester Diocesan)	THE VEN. ARCHDEACON DURNFORD, Middleton, Manchester.
WHITELANDS (National Society's)	REV. HARRY BABER, Whitelands House, Chelsea, London, S.W.
Normal Schools for both Masters and Mistresses. (7.)	
CHELTENHAM (Church of England)	REV. R. M. CHAMNEY, Cheltenham.
EDINBURGH, Castle Hill Terrace (Church of Scotland).	S. S. LAURIE, ESQ., 22, Queen Street, Edinburgh.
EDINBURGH, Moray House (Free Church)	W. GRAY, ESQ., Free Church Educational Committee, Edinburgh.
GLASGOW, Dundas Vale (Ch. of Scotland)	J. LEITCH, ESQ., Normal School, Dundas Vale, Glasgow.
GLASGOW (Free Church)	W. KIDSTON, ESQ., Free Church Normal School, Glasgow.
HOMERTON (Congregational)	REV. DR. UNWIN, The College, Homerton, London, N.E.
WESTMINSTER (Wesleyan)	REV. W. G. OLVER, Wesl. Normal School, Horseferry Rd., Westminster, London, S.W.

(No. 1.)

SUMMARY showing ORIGINAL COST of BUILDINGS, EXPENDITURE in 1868, and NUMBER of STUDENTS in 1869.

DENOMINATION.	Original Cost of Buildings.									Amount of Expenditure for Year 1868.									Number of Students in 1869.					
	Subscribed.			Granted by Committee of Council.			Total.			Granted by Committee of Council.			Balance from other Sources.			Total.			Resident.			Room for (Article 102[1]).		
																			Male.	Female.	Total.	Male.	Female.	Total.
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.						
Church of England.	194,035	14	1¾	91,474	10	3	285,560	4	4¾	41,530	12	2	16,613	14	5	58,144	6	7	488	714	1,202	999	788	1,787
British - -	40,425	9	7	12,203	7	6	52,628	17	1	5,917	7	0	1,942	18	2	7,860	5	2	121	102	223	141	102	243
Wesleyan -	33,101	9	3	5,049	10	0	38,150	19	3	4,071	14	3	2,384	16	5	6,456	10	8	67	64	131	72	60	132
Congregational	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	13	19	25	25	50
Home and Colonial.	1,600	0	0	6,000	0	0	7,600	0	0	3,979	16	8	1,684	6	0	5,664	2	8	—	140	140	—	140	140
RomanCatholic	9,630	0	8	3,900	0	0	13,530	0	8	3,208	12	8	1,673	12	10	4,882	5	6	42	65	107	70	73	143
Scotch :—																								
Established -	14,699	7	10½	11,847	8	0	26,546	15	10½	6,276	2	8	2,221	8	10	8,497	11	6	111	110	221	188	168	356
Free Church	14,467	18	6	7,492	10	0	21,960	8	6	6,521	2	4	1,728	6	10	8,249	9	2	71	150	221	199	185	384
Episcopal -	-	-	-	-	-	-	-	-	-	540	6	1	291	10	9	831	16	10	—	22	22	—	26	26
Grand Totals	308,010	0	0¼	137,967	5	9	445,977	5	9¼	72,045	13	10	28,540	14	3	100,586	8	1	906	1,380	2,286	1,694	1,567	3,261

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

	NORMAL SCHOOL.	Number of Officers. In College (including Principal).	Number of Officers. In Practising School* (exclusive of Pupil-teachers).	Number denoting College on opposite Page.
CHURCH OF ENGLAND	Cheltenham, *Male*	10	3	1
	„ *Female*			
	Peterborough, *Male*	3	1	2
	NATIONAL SOCIETY'S, at Battersea, *Male*	10	—	3
	NATIONAL SOCIETY'S, at Chelsea, St. Mark's, *Male*	8	—	4
	NATIONAL SOCIETY'S, at Whitelands, *Female*	8	4	5
	NATIONAL SOCIETY'S, at Carmarthen, *Male*	5	—	6
	DIOCESAN, at Bishop's Stortford (Rochester), *Female*	6	2	7
	DIOCESAN, at Brighton (Chichester), *Female*	9	—	8
	DIOCESAN, at Fishponds (Gloucester and Bristol and Oxford), *Female*	8	2	9
	DIOCESAN, at Carnarvon, *Male*	6	—	10
	DIOCESAN, at Chester, *Male*	6	—	11
	DIOCESAN, at Culham (Oxford), *Male*	6	—	12
	DIOCESAN, at Derby (Lichfield), *Female*	7	2	13
	DIOCESAN, at Durham, *Male*	5	1	14
	DIOCESAN, at „ *Female*	6	2	15
	DIOCESAN, at Exeter, *Male*	6	—	16
	DIOCESAN, at Lincoln, *Female*	5	—	17
	DIOCESAN, at Norwich, *Female*	7	2	18
	DIOCESAN, at Salisbury, *Female*	7	—	19
	DIOCESAN, at Saltley (Worcester), *Male*	6	1	20
	DIOCESAN, at Truro (Exeter), *Female*	6	2	21
	DIOCESAN, at Warrington (Chester), *Female*	9	2	22
	DIOCESAN, at Winchester, *Male*	5	—	23
	DIOCESAN, at York (York and Ripon), *Male*	5	2	24
	DIOCESAN, at Ripon „ *Female*	7	1	25
	BRITISH AND FOREIGN SCHOOL SOCIETY'S, in Borough Road, Southwark, *Male*	8	—	26
	„ „ at Stockwell, Surrey, *Female*	8	2	27
	„ „ at Bangor, *Male*	5	—	28
	WESLEYAN, in Horseferry Road, Westminster, *Male*	11	5	29
	„ „ „ *Female*			
	CONGREGATIONAL, at Homerton, *Male*	7	1	30
	„ „ *Female*			
	HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road, *Female*	15	2	31
	ROMAN CATHOLIC, at Hammersmith, *Male*	5	1	32
	ROMAN CATHOLIC, at Liverpool, Mount Pleasant, *Female*	9	1	33
	CHURCH OF SCOTLAND, at Edinburgh, *Male*	9	1	34
	CHURCH OF SCOTLAND, at „ *Female*			
	CHURCH OF SCOTLAND, at Glasgow, *Male*	7	3	35
	CHURCH OF SCOTLAND, at „ *Female*			
	FREE CHURCH IN SCOTLAND, at Edinburgh, *Male*	11	1	36
	FREE CHURCH IN SCOTLAND, at „ *Female*			
	FREE CHURCH IN SCOTLAND, at Glasgow, *Male*	8	4	37
	FREE CHURCH IN SCOTLAND, at „ *Female*			
	EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Lochrin House), *Female*	4	—	38
	Total	273	48	

* In cases where the teachers of the Practising School are also teachers of

(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

Number denoting College on opposite Page.	Number of Students resident in February 1868.			Number who quitted the College at end of 1868.	Number of new Admissions in 1869.	Number of Students resident in February 1869.	Number of Students admissible (Article 102[1]).
	Students admitted pursuant to Article 107.	Others.	Total.				
1	59	6	65	29	20	52	106
	59	—	59	26	27	59	59
2	28	1	29	15	23	35	46
3	80	—	86	35	42	80	107
4	89	—	89	48	39	80	106
5	107	—	107	48	52	107	109
6	18	—	18	12	8	18	60
7	57	—	57	26	30	57	57
8	44	2	46	21	21	43	49
9	66	3	69	36	39	68	80
10	16	4	20	11	12	21	43
11	13	—	13	3	—	10	70
12	25	14	39	15	17	33	100
13	42	—	42	21	22	41	42
14	30	—	30	19	6	17	52
15	29	—	29	12	17	34	46
16	24	4	28	16	10	18	48
17	40	—	40	20	21	40	40
18	40	—	40	21	21	40	40
19	45	4	49	29	32	49	67
20	50	2	52	25	43	63	125
21	21	4	25	12	12	21	34
22	93	4	97	45	53	99	102
23	25	5	30	11	18	32	56
24	39	1	40	23	12	29	80
25	57	1	58	35	33	56	63
26	69	—	69	26	48	89	100
27	102	—	102	50	50	102	102
28	30	—	30	11	13	32	41
29	62	—	62	30	36	67	72
	51	3	54	26	43	64	60
30	—	—	—	—	5	6	50
	—	—	—	—	9	13	
31	140	—	140	78	81	140	140
32	31	3	34	6	17	42	70
33	66	1	67	37	36	65	73
34	55	7	62	26	30	58	102
	54	—	54	26	26	53	103
35	54	—	54	21	24	53	86
	55	—	55	25	27	57	65
36	45	—	45	20	20	43	104
	66	—	66	28	51	85	92
37	33	—	33	13	10	28	95
	60	—	60	28	37	65	93
38	17	2	19	5	10	22	26
	2,186	71	2,257	1,070	1,203	2,286	3,261

method in the Normal School they are included in the staff of the latter.

No. 3.—TABLE showing the INCOME and EXPENDITURE of NORMAL

NORMAL SCHOOL.		INCOME (Amounts				
		1. Grants from the Committee of Council on Education.	2. Proceeds of Land or Capital Sums. a. Inalienable from the College by Law.	2. Proceeds of Land or Capital Sums. b. Alienable from the College at Discretion.	3. Subscriptions and Donations. a. From Individuals.	3. Subscriptions and Donations. b. From Diocesan Boards and other Charitable Bodies.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF ENGLAND.	Cheltenham, *Male*	2,544 14 11	229 5 8	- - -	323 7 11	- - -
	„ *Female*	1,414 8 9	114 13 8	- - -	124 17 9	- - -
	Peterborough	1,446 3 6	- - -	- - -	265 8 0	138 16 0
	NATIONAL SOCIETY'S, at: Battersea	3,602 14 7	- - -	14 2 8	185 11 6	500 0 0
	NATIONAL SOCIETY'S, at: Chelsea, St. Mark's	3,658 6 4	- - -	19 10 0	128 3 6	800 0 0
	NATIONAL SOCIETY'S, at: Whitelands	3,105 3 11	- - -	159 10 6	66 7 0	350 0 0
	NATIONAL SOCIETY'S, at: Carmarthen	994 15 7	10 0 0	- - -	152 0 0	730 10 0
	DIOCESAN, at: Bishop's Stortford (Rochester)	1,689 4 5	30 6 8	- - -	499 7 0	50 0 0
	DIOCESAN, at: Brighton (Chichester)	1,245 16 3	- - -	- - -	62 5 0	191 18 6
	DIOCESAN, at: Bristol (Gloucester and Bristol, and Oxford)	1,635 12 8	12 3 9	102 9 8	200 6 0	- - -
	DIOCESAN, at: Carnarvon	868 1 6	- - -	- - -	99 14 0	500 0 0
	DIOCESAN, at: Chester	527 10 0	- - -	1 14 9	- - -	522 10 8
	DIOCESAN, at: Culham (Oxford)	1,309 2 2	- - -	- - -	- - -	900 1 9
	DIOCESAN, at: Derby	1,160 2 6	- - -	- - -	264 2 0	99 0 0
	DIOCESAN, at: Durham, *Male*	1,497 3 6	35 13 8	30 3 10	318 10 0	112 10 0
	DIOCESAN, at: „ *Female*	863 10 7	- - -	16 4 7	254 11 0	20 0 0
	DIOCESAN, at: Exeter	1,203 4 11	6 10 0	- - -	732 6 4	17 11 4
	DIOCESAN, at: Lincoln	1,064 15 1	259 13 0	- - -	6 6 0	- - -
	DIOCESAN, at: Norwich	1,075 16 9	- - -	3 14 3	215 1 0	11 0 0
	DIOCESAN, at: Salisbury	1,395 6 3	- - -	- - -	- - -	200 0 0
	DIOCESAN, at: Saltley (Worcester)	2,546 9 8	- - -	- - -	442 17 0	435 5 0
	DIOCESAN, at: Truro (Exeter)	588 11 1	- - -	- - -	92 14 0	54 0 0
	DIOCESAN, at: Warrington (Chester)	2,127 8 0	10 0 0	- - -	- - -	528 7 2
	DIOCESAN, at: Winchester	981 18 6	- - -	26 5 6	- - -	336 15 0
	DIOCESAN, at: York (York and Ripon), *Male*	1,716 9 9	- - -	- - -	- - -	295 0 0
	DIOCESAN, at: Ripon „ *Female*	1,268 1 6	- - -	- - -	- - -	500 0 0
	BRITISH AND FOREIGN SCHOOL SOCIETY'S: in Borough Road, Southwark	2,810 1 5	- - -	- - -	677 11 10	- - -
	BRITISH AND FOREIGN SCHOOL SOCIETY'S: at Stockwell, Surrey	2,085 18 7	- - -	- - -	633 6 3	- - -
	BRITISH AND FOREIGN SCHOOL SOCIETY'S: at Bangor	1,021 7 0	- - -	- - -	201 5 7	- - -
	WESLEYAN, in Horseferry Road, Westminster	4,071 14 3	- - -	- - -	- - -	1,850 0 0
	HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road	3,979 16 8	- - -	- - -	1,006 19 3	282 14 8
	ROMAN CATHOLIC, at: Hammersmith	1,299 15 0	- - -	- - -	- - -	994 2 10
	ROMAN CATHOLIC, at: Liverpool (Mount Pleasant)	1,908 17 8	- - -	- - -	150 0 0	300 0 0
	Total, England and Wales	58,708 2 9	708 6 5	373 15 9	7,102 17 11	10,720 2 11
	CHURCH OF SCOTLAND, at: Edinburgh	3,185 2 6	- - -	- - -	- - -	250 0 0
	CHURCH OF SCOTLAND, at: Glasgow	3,091 0 2	- - -	- - -	- - -	- - -
	FREE CHURCH IN SCOTLAND, at: Edinburgh	3,556 13 10	- - -	- - -	- - -	110 16 2
	FREE CHURCH IN SCOTLAND, at: Glasgow	2,964 8 6	- - -	- - -	- - -	- - -
	EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Lochrin House)	540 6 1	- - -	- - -	173 15 6	50 0 0
	Total, Scotland	13,337 11 1	- - -	- - -	173 15 6	410 16 2
	Grand total	72,045 13 10	708 6 5	373 15 9	7,276 13 5	11,130 19 1

SCHOOLS, in the Year ending 31st December 1868.

actually received during the Year).

4. Fees of Students.		5. Exhibitions.		6.	7.	8.	9.
a. Paid by themselves or their Relatives.	*b.* Paid by Private Patrons.	*a.* Permanently established.	*b.* This Year, but not sure to be renewed.	Collections in Churches and Chapels.	Received from Students for Books sold to them.	Received from other Sources.	Total.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
317 0 0	- - -	- - -	- - -	- - -	16 0 0	12 4 10	3,442 13 4
190 0 0	- - -	- - -	- - -	- - -	10 0 0	7 3 6	1,861 3 8
82 2 0	- - -	- - -	- - -	19 5 5	18 14 6	- - -	1,970 9 5
359 10 0	- - -	- - -	- - -	- - -	149 19 11	- - -	4,811 18 8
370 0 0	- - -	- - -	- - -	- - -	94 17 7	*16 5 11	5,087 3 4
275 0 0	20 0 0	- - -	- - -	- - -	73 8 10	1 11 9 *310 19 2	4,362 1 2
41 15 0	- - -	- - -	- - -	- - -	- - -	- - -	1,929 0 7
134 0 0	- - -	- - -	- - -	- - -	41 4 4	- - -	2,444 2 5
176 8 0	6 0 0	- - -	- - -	- - -	30 14 3	- - -	1,713 2 0
246 12 0	- - -	- - -	- - -	- - -	33 1 2	- - -	2,230 5 3
32 0 0	70 7 3	- - -	- - -	- - -	29 0 7	- - -	1,599 3 4
12 0 0	- - -	25 0 0	12 10 0	- - -	9 2 0	- - -	1,110 7 5
224 0 0	100 0 0	- - -	- - -	- - -	36 2 0	- - -	2,569 5 11
52 2 0	- - -	10 0 0	- - -	- - -	35 15 1	*12 1 10	1,633 2 11
104 0 0	- - -	- - -	- - -	- - -	21 2 10	*17 0 5	2,136 4 3
80 0 0	- - -	- - -	- - -	1 16 4	- - -	- - -	1,236 2 6
73 4 6	- - -	- - -	- - -	- - -	1 6 0	- - -	2,034 3 1
9 15 0	- - -	- - -	- - -	- - -	21 8 5	- - -	1,361 17 6
- - -	- - -	- - -	- - -	2 10 6	27 12 9	- - -	1,335 15 3
209 5 0	- - -	- - -	- - -	- - -	37 16 9	- - -	1,842 8 0
109 6 0	- - -	- - -	10 0 0	- - -	62 7 0	- - -	3,606 4 8
103 5 0	20 0 0	- - -	- - -	- - -	3 12 2	15 0 0	877 2 3
330 10 0	- - -	- - -	- - -	- - -	26 18 0	- - -	3,023 3 2
158 15 0	5 0 0	- - -	- - -	- - -	- - -	- - -	1,508 14 0
160 5 0	2 0 0	- - -	- - -	- - -	26 2 3	5 5 4	2,205 2 4
110 0 0	- - -	- - -	- - -	- - -	35 16 9	*57 10 0	1,971 8 3
129 0 0	- - -	- - -	- - -	- - -	72 12 9	- - -	3,689 6 0
156 0 0	- - -	- - -	- - -	- - -	83 18 11	- - -	2,959 3 9
7 10 0	22 10 0	- - -	- - -	123 10 11	21 8 6	- - -	1,397 12 0
73 10 0	- - -	- - -	- - -	- - -	134 8 10	- - -	6,129 13 1
201 0 0	- - -	- - -	- - -	11 1 9	179 1 5	- - -	5,660 13 9
35 0 0	- - -	- - -	- - -	- - -	24 18 7	- - -	2,353 16 5
131 10 0	26 0 0	- - -	- - -	- - -	32 16 6	6 17 6	2,556 1 8
4,694 4 6	271 17 3	35 0 0	22 10 0	158 4 11	1,391 8 8	462 0 3	84,648 11 4
504 2 6	- - -	- - -	- - -	- - -	232 0 0	8 18 11	4,180 3 11
5 15 0	- - -	- - -	- - -	250 0 0	237 0 0	*172 3 10 9 12 3	3,765 11 3
317 1 3	- - -	- - -	110 0 0	- - -	140 14 4	*48 13 9	4,283 19 4
183 15 0	- - -	- - -	- - -	- - -	78 18 0	*40 7 0	3,267 8 6
54 13 6	- - -	- - -	- - -	- - -	- - -	- - -	818 15 1
1,065 7 3	- - -	- - -	110 0 0	250 0 0	688 12 4	279 15 9	16,315 18 1
5,759 11 9	271 17 3	35 0 0	132 10 0	408 4 11	2,080 1 0	741 16 0	100,964 9 5

* From Practising School.

(*continued*)

No. 3.—Table showing the Income and Expenditure of Normal

	NORMAL SCHOOL.	EXPENDITURE (Amounts						
		1. Salaries of Teachers or Officers engaged in Discipline.	2. Books, Apparatus, and Stationery.	3. Printing, Postages, and other Office Charges.	4. Board.	5. Washing (if not included under any other Head).	6. Wages of Servants not engaged in Instruction or Discipline.	7. Fuel and Lights.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF ENGLAND.	Cheltenham, *Male*	1,285 0 0	65 9 2	41 18 2	1,151 0 9	105 11 0	123 9 3	156 2 0
	,, *Female*	570 0 0	32 12 6	24 4 4	660 3 4	96 1 3	43 3 7	60 2 9
	Peterborough	473 15 0	59 12 2	57 9 11	802 18 10	98 15 9	85 15 5	99 16 5
	NATIONAL SOCIETY'S, at Battersea	1,056 5 0	318 12 2	36 19 6	1,769 4 1	246 18 1	236 12 3	160 6 9
	NATIONAL SOCIETY'S, at Chelsea, St. Mark's	1,325 0 0	270 18 9	83 5 4	2,081 19 4	212 15 1	227 18 0	287 0 0
	NATIONAL SOCIETY'S, at Whitelands	1,325 0 0	87 5 11	59 13 0	1,259 7 4	67 18 1	139 9 6	188 1 6
	NATIONAL SOCIETY'S, at Carmarthen	525 0 0	14 14 7	42 0 0	437 13 9	- -	80 10 0	85 17 11
	DIOCESAN, at Bishop's Stortford (Rochester)	625 0 0	69 15 2	51 6 2	846 8 2	- -	88 0 7	119 10 9
	DIOCESAN, at Brighton (Chichester)	352 18 0	56 10 8	12 15 4	666 11 11	48 5 2	67 0 0	92 4 1
	DIOCESAN, at Bristol (Gloucester and Bristol, and Oxford)	585 0 0	92 3 8	28 8 9	816 11 7	- -	137 1·10	79 12 10
	DIOCESAN, at Carnarvon	460 0 0	67 16 11	12 6 6	345 10 10	18 9 8	66 5 2	65 6 4
	DIOCESAN, at Chester	658 0 0	39 3 6	*	236 11 3	29 17 3	32 14 5	28 11 9
	DIOCESAN, at Culham (Oxford)	802 3 0	125 1 8	86 13 10	824 2 7	76 2 0	88 6 10	79 6 3
	DIOCESAN, at Derby	428 0 0	115 10 10	18 7 7	570 2 10	78 9 5	45 19 8	61 18 11
	DIOCESAN, at Durham, *Male*	630 5 11	82 12 6	17 18 3	821 19 1	107 2 7	101 2 6	72 2 0
	DIOCESAN, at ,, *Female*	456 0 0	22 3 11	17 16 11	464 15 7	15 0 11	57 17 1	62 8 11
	DIOCESAN, at Exeter	599 4 0	33 12 7	31 8 0	455 6 6	42 16 7	89 5 3	74 16 7
	DIOCESAN, at Lincoln	439 2 6	34 9 3	9 19 6	548 12 9	- -	117 17 5	74 8 3
	DIOCESAN, at Norwich	401 10 0	35 7 7	13 5 5	537 1 1	91 0 0	33 7 0	63 5 0
	DIOCESAN, at Salisbury	520 15 6	74 7 10	11 14 11	663 8 10	59 18 5	74 4 0	93 4 2
	DIOCESAN, at Saltley (Worcester)	1,195 16 0	173 15 3	237 12 10	1,003 17 8	127 3 6	156 11 7	139 10 6
	DIOCESAN, at Truro (Exeter)	218 9 0	8 6 8	6 0 6	358 13 0	5 16 7	46 8 5	53 2 4
	DIOCESAN, at Warrington (Chester)	755 0 1	91 2 9	11 10 10	1,217 6 11	143 14 6	147 11 7	170 19 1
	DIOCESAN, at Winchester	453 13 6	22 13 7	19 7 7	728 12 6	49 16 0	44 8 0	56 2 0
	DIOCESAN, at York (York and Ripon) *Male*	695 0 0	43 3 10	20 17 2	882 2 3	- -	143 2 0	116 9 6
	DIOCESAN, at Ripon ,, *Female*	627 17 7	86 4 10	13 11 3	717 10 11	- -	102 0 1	113 8 8
	BRITISH AND FOREIGN SCHOOL SOCIETY'S in Borough Road, Southwark	1,015 0 0	86 3 4	83 9 3	1,144 4 3	137 7 3	199 1 3	172 13 1
	BRITISH AND FOREIGN SCHOOL SOCIETY'S at Stockwell, Surrey	580 0 0	90 7 4	74 9 9	1,138 6 7	80 15 0	110 2 9	142 5 10
	BRITISH AND FOREIGN SCHOOL SOCIETY'S at Bangor	505 0 0	32 15 4	18 12 0	445 18 7	35 18 2	55 1 0	61 13 2
	WESLEYAN, in Horseferry Road, Westminster	2,158 10 0	249 14 4	156 17 1	1,623 0 10	234 17 5	361 15 11	466 10 7
	HOME AND COLONIAL SCHOOL SOCIETY'S, in Gray's Inn Road	1,676 19 2	221 7 9	181 0 10	1,805 6 6	431 4 5	134 10 10	180 13 1
	ROMAN CATHOLIC, at Hammersmith	535 0 0	76 0 9	19 8 6	1,011 11 7	- -	80 0 0	156 11 1
	ROMAN CATHOLIC, at Liverpool (Mount Pleasant)	490 0 0	52 9 10	13 6 8	967 16 0	99 15 0	60 0 0	70 7 3
	Total, England and Wales	24,354 4 3	2,932 6 6	1,513 15 8	29,003 18 0	2,741 9 1	3,581 13 2	3,904 9 4
	CHURCH OF SCOTLAND, at Edinburgh	1,140 3 4	337 6 4	97 6 3	1,830 19 10	- -	99 14 0	72 2 7
	CHURCH OF SCOTLAND, at Glasgow	1,126 5 0	275 0 6.	42 3 0	1,333 0 0	- -	47 4 6	18 6 9
	FREE CHURCH IN SCOTLAND, at Edinburgh	1,418 0 0.	208 3 11	144 2 1	1,772 13 9	- -	74 18 8	24 2 11
	FREE CHURCH IN SCOTLAND, at Glasgow	1,715 0 0	141 18 9	122 18 5	1,415 5 0	- -	111 15 0	29 11 2
	EPISCOPAL CHURCH IN SCOTLAND, at Edinburgh (Lochrin House)	311 9 0	11 19 0	41 17 0	229 4 6	13 14 2	34 0 0	24 0 6
	Total, Scotland	5,710 17 4	974 8 6	448 6 9	6,581 3 1	13 14 2	367 12 2	168 3 2
	Grand total	30,065 1 7	3,906 15 0	1,962 2 5	35,585 1 1	2,755 3 3	3,949 5 4	4,072 12 6

* Included under 2. † Legacy invested.

‡ These amounts are not actual payments by the college. They represent that part of the cost of maintenance which is entered under No. 4., paid to them towards it), vide special arrangement stated in Report of Committee of Council on

Schools, in the Year ending 31st December 1868—*continued.*

actually disbursed during the Year).

8. Medical Attendance.	9. Furniture and Repairs.	10. Rent, Rates, Taxes, and Insurance.	11. Net Cost of Garden, Farm, &c.	12. Other Current Expenses.	13. Total Cost of Training.	14. Proportionate Cost of Training of Students not fulfilling Art. 107.	15. Certified Expenditure. (Art. 102 (a).)	Other Payments included in College Balance Sheets. 16. Net Cost of Practising School.	17. Extraordinary Expenditure.	18. Total Expenditure of Colleges.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
16 17 5	255 0 0	194 7 3	– –	3 9 2	3,378 4 2	276 17 6	3,101 6 8	22 7 0	– –	3,400 11 2
20 2 7	135 16 8	221 7 10	14 3 4	3 9 8	1,881 7 10	4 11 2	1,876 16 8	15 0 0	– –	1,896 7 10
23 3 6	165 6 4	63 6 11	30 15 11	32 19 8	1,993 15 10	110 17 6	1,882 18 4	62 13 6	63 11 3	2,120 0 7
50 0 0	350 16 3	390 9 3	22 11 1	– –	4,644 14 5	– –	4,644 14 5	– –	– –	4,644 14 5
68 18 9	500 16 11	216 6 10	81 6 4	75 7 7	5,431 12 11	– –	5,431 12 11	– –	– –	5,431 12 11
67 3 4	364 16 9	452 9 8	– –	28 5 3	4,039 15 4	– –	4,039 15 4	– –	– –	4,039 15 4
30 0 0	100 19 10	33 12 0	55 12 11	17 1 7	1,423 2 7	232 15 6	1,190 7 1	82 16 8	67 0 0	1,572 19 3
62 4 0	223 12 0	50 4 0	87 7 8	4 4 0	2,227 12 6	– –	2,227 12 6	71 2 0	– –	2,298 14 6
25 16 3	106 6 6	47 5 4	17 8 4	5 16 5	1,498 18 0	72 3 8	1,426 14 4	– –	– –	1,498 18 0
54 1 11	184 16 9	65 17 5	52 15 1	27 6 6	2,078 16 4	97 6 8	1,976 9 8	28 4 1	– –	2,102 0 5
35 0 0	142 19 1	14 6 10	– –	21 4 8	1,249 6 0	203 11 10	1,045 14 2	20 0 0	21 1 8	1,290 7 8
3 5 0	55 14 4	22 13 5	3 16 6	– –	1,110 7 5	– –	1,110 7 5	– –	– –	1,110 7 5
18 1 9	336 3 7	77 8 11	54 0 9	1 15 2	2,569 5 11	866 3 0	1,703 2 11	– –	– –	2,569 5 11
20 17 6	92 1 1	71 8 2	4 6 2	6 17 1	1,513 19 3	– –	1,513 19 3	– –	40 0 0	1,553 19 3
8 9 0	160 7 1	100 9 1	89 7 5	– –	2,191 15 5	– –	2,191 15 5	– –	– –	2,191 15 5
21 17 6	95 6 3	37 9 0	13 3 0	– –	1,263 19 1	– –	1,263 19 1	38 6 2	– –	1,302 5 3
4 10 10	37 17 10	95 13 2	44 17 9	20 15 0	1,530 4 1	115 11 5	1,414 12 8	– –	{ 24 15 0 / 417 1 0 }	1,972 0 1
21 4 8	79 12 3	36 16 1	– –	– –	1,362 2 8	– –	1,362 2 8	4 11 5	– –	1,366 14 1
14 13 3	83 8 1	66 9 4	1 5 0	0 8 2	1,340 19 11	– –	1,340 19 11	5 0 0	– –	1,345 19 11
29 0 0	139 2 7	74 18 6	3 18 11	– –	1,744 13 8	184 8 2	1,560 5 6	33 0 0	– –	1,777 13 8
17 9 0	65 5 3	100 4 3	21 17 3	3 9 7	3,242 12 8	136 18 0	3,105 14 8	41 13 6	184 10 10	3,468 17 0
16 18 5	73 12 3	15 1 2	9 12 10	8 2 3	820 3 5	116 7 9	703 15 8	13 11 10	– –	833 15 3
34 1 10	287 8 3	177 1 7	40 16 8	– –	3,076 14 1	125 1 10	2,951 12 3	– –	– –	3,076 14 1
8 19 0	126 7 9	48 16 5	0 16 0	0 16 0	1,560 8 4	222 12 4	1,337 16 0	– –	35 14 3	1,596 2 7
24 16 5	165 9 11	92 12 5	16 7 8	– –	2,205 0 9	48 16 5	2,156 4 4	– –	21 5 0	2,226 5 9
32 7 9	90 10 4	35 5 3	37 0 6	– –	1,855 17 2	– –	1,855 17 2	126 12 4	38 17 10	2,021 7 4
35 3 6	249 9 1	478 4 6	– –	38 10 6	3,639 6 0	– –	3,639 6 0	– –	50 0 0	3,689 6 0
36 7 7	391 5 3	206 6 6	2 13 8	6 3 6	2,359 3 9	– –	2,359 3 9	– –	100 0 0	2,959 3 9
11 14 0	14 9 11	0 3 9	3 4 0	2 15 6	1,187 5 5	16 15 4	1,170 10 1	– –	24 10 0	1,211 15 5
108 15 3	614 14 2	417 14 1	– –	64 1 0	6,456 10 8	– –	6,456 10 8	– –	– –	6,456 10 8
74 14 0	445 1 11	424 10 6	– –	88 13 8	5,664 2 8	– –	5,664 2 8	6 8 0	– –	5,670 10 8
17 7 6	306 14 8	122 10 5	6 0 2	5 1 9	2,336 6 5	370 6 8	1,965 19 9	– –	– –	2,336 6 5
21 2 3	211 19 9	320 10 4	5 7 0	33 5 0	2,545 19 1	28 17 3	2,517 1 10	– –	– –	2,545 19 1
1,035 8 9	6,659 8 8	4,972 0 2	720 11 6	499 18 8	81,919 3 9	3,230 2 0	78,689 1 9	571 6 6	1,088 6 10	88,578 17 1
31 7 7	126 16 9	312 18 8	– –	‡442 6 8	4,491 2 0	196 11 9	4,294 10 3	– –	98 15 0	4,147 10 4
34 15 6	186 10 6	25 12 10	– –	‡818 16 8	3,907 14 6	– –	3,907 14 6	– –	– –	3,088 17 10
15 0 0	66 14 8	38 10 8	– –	‡352 18 4	4,115 5 0	– –	4,115 5 0	– –	– –	3,762 6 8
15 0 0	211 17 6	51 13 4	– –	‡319 5 0	4,134 4 2	– –	4,134 4 2	– –	– –	3,814 19 2
5 0 0	39 13 8	117 3 3	– –	3 15 9	831 16 10	99 10 3	732 6 7	– –	– –	831 16 10
101 3 1	631 13 1	545 18 9	– –	1,937 2 5	17,480 2 6	296 2 0	17,184 0 6	– –	98 15 0	15,645 10 10
1,136 11 10	7,291 1 9	5,517 18 11	720 11 6	2,437 1 1	99,399 6 3	3,526 4 0	95,873 2 3	571 6 6	1,187 1 10	99,224 7 11

borne by the students (*i.e.*, the difference between the actual cost of the board and lodging of students and the bursaries Education, 1864-5, p. xxxi.

(No. 4.) - - - - - -

TABLE showing how much of the COST of a STUDENT in each NORMAL

	NORMAL SCHOOL.	Number of Students.	ACTUAL AMOUNT OF EXPENDITURE AND IN THE					
			Tuition and other Expenses of Instruction. I.			Board, Fuel, and other Expenses of Keep. II.		
			£	s.	d.	£	s.	d.
FOR MASTERS ONLY.	Bangor (British and Foreign School Society's)	29	537	15	4	610	4	11
	Battersea (National Society's)	79	1,374	17	2	2,463	1	2
	Borough Road (British and Foreign School Society's)	68	1,101	3	4	1,688	9	4
	Carmarthen (National Society's)	21	539	14	7	634	1	8
	Carnarvon (Church of England)	20	527	16	11	530	12	0
	Chelsea, St. Mark's (National Society's)	89	1,595	18	9	2,878	11	2
	Cheltenham (Church of England)	63	1,330	9	2	1,553	0	5
	Chester (Diocesan)	13	697	3	6	330	19	8
	Culham (Oxford Diocesan)	41	927	4	3	1,085	19	5
	Durham (Diocesan)	30	712	18	5	1,110	15	2
	Exeter (Diocesan)	26	632	16	7	666	15	9
	Hammersmith (Roman Catholic)	39	611	0	9	1,265	10	2
	Peterborough (Church of England)	29	533	7	2	1,110	9	11
	Saltley (Worcester Diocesan)	49	1,369	11	3	1,444	12	3
	Winchester (Diocesan)	29	476	7	1	887	17	6
	York and Ripon (Diocesan)	40	738	3	10	1,171	10	2
		665						
FOR MISTRESSES ONLY.	Bishop's Stortford (Rochester Diocesan)	55	694	15	2	1,116	3	6
	Brighton (Chichester Diocesan)	48	409	8	8	899	17	5
	Bristol (Gloucester and Bristol and Oxford Diocesan)	69	627	3	8	1,087	8	2
	Cheltenham (Church of England)	59	602	12	6	879	13	6
	Derby (Lichfield Diocesan)	41	543	10	10	777	8	4
	Durham (Diocesan)	29	478	3	11	622	0	0
	Edinburgh (Scottish Episcopal)	20	323	8	0	305	19	2
	Gray's Inn Road (Home and Colonial School Society's)	139	1,898	6	11	2,626	8	10
	Lincoln (Diocesan)	40	473	11	9	762	3	1
	Liverpool (Roman Catholic)	66	542	9	10	1,219	0	6
	Norwich (Diocesan)	40	436	17	7	739	6	4
	Salisbury (Diocesan)	51	595	3	4	919	15	5
	Stockwell (British and Foreign School Society's)	102	670	7	4	1,507	17	9
	Truro (Exeter Diocesan)	25	226	15	8	480	18	9
	Warrington (Chester Diocesan)	98	846	2	10	1,713	13	11
	Whitelands (National Society's)	105	1,412	5	11	1,722	4	9
	York and Ripon (Diocesan)	57	714	2	5	965	7	5
		1,044						
FOR BOTH MASTERS AND MISTRESSES.	Edinburgh (Church of Scotland)	114	1,477	9	8	2,476	10	8
	Edinburgh (Free Church)	110	1,626	3	11	2,239	13	8
	Glasgow (Church of Scotland)	106	1,401	5	6	2,252	2	8
	Glasgow (Free Church)	91	1,856	18	9	1,890	16	2
	Westminster (Wesleyan)	112	2,408	4	4	2,795	0	0
		533						

(No. 4.)

SCHOOL was owing to TUITION, KEEP, and GENERAL EXPENSES, in 1868.

DITURE UNDER THREE HEADS, AGGREGATE.			AMOUNT OF ANNUAL COST *per Student* UNDER EACH HEAD, AND IN THE AGGREGATE.									PER-CENTAGE OF TOTAL EXPENSE UNDER EACH OF THE THREE HEADS.		
Permanent Establishment Charges, &c. III.			Total.			I.			II.			III.			Total.			I.	II.	III.
£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.			
39	5	2	1,187	5	5	18	10	11	21	0	10	1	7	1	40	18	10	45·30	51·39	3·31
806	16	1	4,644	14	5	17	8	1	31	3	7	10	4	3	58	15	11	29·60	53·03	17·37
849	13	4	3,639	6	0	16	3	11	24	16	7	12	9	11	53	10	5	30·26	46·39	23·35
249	6	4	1,423	2	7	25	14	0	30	3	11	11	17	5	67	15	4	37·93	44·56	17·51
190	17	1	1,249	6	0	26	7	10	26	10	8	9	10	10	62	9	4	42·25	42·48	15·27
957	3	0	5,431	12	11	17	18	8	32	6	10	10	15	1	61	0	7	29·38	53·00	17·62
494	14	7	3,378	4	2	21	2	4	24	13	0	7	17	1	53	12	5	39·38	45·97	14·65
82	4	3	1,110	7	5	53	12	7	25	9	2	6	6	6	85	8	3	62·79	29·81	7·40
556	2	3	2,569	5	11	22	12	0	26	9	9	13	11	3	62	13	0	36·07	42·28	21·65
368	1	10	2,191	15	5	23	15	3	37	0	6	12	5	5	73	1	2	32·53	50·68	16·79
230	11	9	1,530	4	1	24	6	10	25	12	11	8	17	4	59	17	1	41·36	43·58	15·06
459	15	6	2,336	6	5	15	13	4	32	9	0	11	15	9	59	18	1	26·15	54·17	19·68
349	18	9	1,993	15	10	18	7	10	38	5	10	12	1	4	68	15	0	26·75	55·70	17·55
428	9	2	3,242	12	8	27	19	0	29	9	8	8	14	10	66	3	6	42·24	44·55	13·21
196	3	9	1,560	8	4	16	8	6	30	12	4	6	15	4	53	16	2	30·53	56·90	12·57
295	6	9	2,205	0	9	18	9	1	29	5	9	7	7	8	55	2	6	33·48	53·13	13·39
			39,693	8	4							Average			59	13	9			
416	13	10	2,227	12	6	12	12	8	20	5	10	7	11	6	40	10	0	31·19	50·11	18·70
189	11	11	1,498	18	0	8	10	7	18	15	0	3	19	0	31	4	7	27·31	60·04	12·65
359	4	6	2,073	16	4	9	1	10	15	15	2	5	4	1	30	1	1	30·25	52·44	17·31
399	1	10	1,881	7	10	10	4	3	14	18	3	6	15	3	31	17	9	32·03	46·77	21·20
193	0	1	1,513	19	3	13	5	2	18	19	3	4	14	1	36	18	6	35·91	51·35	12·74
163	15	2	1,263	19	1	16	9	9	21	9	0	5	12	11	43	11	8	37·83	49·22	12·95
202	9	8	831	16	10	16	3	5	15	5	11	10	2	6	41	11	10	38·88	36·78	24·34
1,139	6	11	5,664	2	8	13	13	2	18	17	11	8	3	11	40	15	0	33·52	46·37	20·11
126	7	10	1,362	2	8	11	16	10	19	1	1	3	3	2	34	1	1	34·77	55·96	9·27
784	8	9	2,545	19	1	8	4	5	18	9	5	11	17	8	38	11	6	21·31	47·88	30·81
164	16	0	1,340	19	11	10	18	5	18	9	8	4	2	5	33	10	6	32·57	55·14	12·29
229	14	11	1,744	13	8	11	13	5	18	0	8	4	10	1	34	4	2	34·12	52·72	13·16
680	18	8	2,859	3	9	6	11	6	14	15	8	6	13	6	28	0	8	23·45	52·74	23·81
112	9	0	820	3	5	9	1	5	19	4	9	4	10	0	32	16	2	27·65	58·64	13·71
516	17	4	3,076	14	1	8	12	8	17	9	9	5	5	6	31	7	11	27·50	55·70	16·80
905	4	8	4,039	15	4	13	9	0	16	8	1	8	12	5	38	9	6	34·96	42·64	22·40
176	7	4	1,855	17	2	12	10	7	16	18	9	3	1	10	32	11	2	38·48	52·03	9·49
			36,601	1	7							Average			35	1	2			
537	1	8	4,491	2	0	12	19	3	21	14	6	4	14	2	39	7	11	32·90	55·15	11·95
249	7	5	4,115	5	0	14	15	7	20	7	3	2	5	4	37	8	2	39·51	54·43	6·06
254	6	4	3,907	14	6	13	4	5	21	4	11	2	7	11	36	17	3	35·87	57·64	6·49
386	9	3	4,134	4	2	20	8	1	20	15	7	4	4	11	45	8	7	44·92	45·74	9·34
1,253	6	4	6,456	10	8	21	10	1	24	19	1	11	3	9	57	12	11	37·31	43·29	19·40
			23,104	16	4							Average			43	7	0			

(No. 5.)

(A.)—Summary of Results of Examination of Candidates for Admission into Normal Schools, at Christmas 1868.

DENOMINATION.	MALES.									FEMALES.								
	Presented for Examination.			Passed.			Failed.			Presented for Examination.			Passed.			Failed.		
	Pupil-teachers.	Non-Pupil-teachers.	Total.	1st Class.	2nd Class.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.	1st Class.	2nd Class.	Total.	Pupil-teachers.	Non-Pupil-teachers.	Total.
Church of England -	208	104	312	77	170	247	30	35	65	419	135	554	212	266	478	40	36	76
Scottish Episcopal Church -	2	—	2	1	1	2	—	—	—	8	3	11	5	5	10	1	—	1
British, Wesleyan, and Undenominational.	99	51	150	46	63	109	16	25	41	94	48	142	37	81	118	12	12	24
Roman Catholic - -	18	8	26	6	12	18	3	5	8	35	4	39	18	18	36	2	1	3
Church of Scotland - -	56	16	72	17	34	51	12	9	21	36	26	62	32	24	56	—	6	6
Free Church (Scotland) -	30	23	53	9	21	30	8	15	23	39	63	102	50	4	90	1	11	12
Total - -	413	202	615	156	301	457	69	89	158	631	279	910	354	434	788	56	66	122

(B.)—Summary of Results of Examination of Students in Normal Schools at Christmas 1868.

England and Wales.

Males.

Normal School	Second Year.						First Year.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bangor	11	5	4	2	—	—	19	3	13	3	—	—
Battersea	36	6	14	14	1	1	39	8	25	6	—	—
Borough Road	26	4	15	7	—	—	41	19	20	2	—	—
Carmarthen	12	1	4	6	1	—	5	1	2	1	—	1
Carnarvon	8	1	1	6	—	—	9	2	2	5	—	—
Chelsea	47	7	10	25	3	2	42	5	24	13	—	—
Cheltenham	25	7	10	8	—	—	34	7	16	11	—	—
Chester	3	—	—	3	—	—	9	—	5	4	—	—
Culham	11	2	2	7	—	—	14	2	7	5	—	—
Durham	17	2	8	6	—	1	13	—	9	4	—	—
Exeter	15	1	6	7	1	—	9	2	5	2	—	—
Hammersmith	6	—	1	5	—	—	21	1	14	6	—	—
Peterborough	14	—	6	7	1	—	13	1	7	5	—	—
Saltley	25	1	12	12	—	—	20	2	16	2	—	—
Westminster	28	3	15	10	—	—	31	17	13	1	—	—
Winchester	10	2	2	6	—	—	15	2	9	4	—	—
York	21	1	7	11	2	—	17	2	5	8	2	—
Total	315	43	117	142	9	4	351	74	192	82	2	1

(B.)—Summary of Results of Examination of Students in Normal Schools, at Christmas 1868—*continued.*

FEMALES.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Bishop Stortford -	26	9	13	4	—	—	27	—	8	15	1	3
Brighton - - -	20	2	11	7	—	—	23	—	8	15	—	—
Bristol - - -	35	9	20	6	—	—	29	—	9	19	1	—
Cheltenham - -	26	1	21	4	—	—	32	2	14	15	1	—
Derby - - -	21	9	9	3	—	—	19	—	7	12	—	—
Durham - - -	12	1	10	1	—	—	17	—	6	11	—	—
Home and Colonial -	65	35	25	5	—	—	73	10	43	19	1	—
Lincoln - - -	18	9	9	—	—	—	21	1	13	7	—	—
Liverpool - - -	35	13	22	—	—	—	30	3	16	11	—	—
Norwich - - -	20	13	3	4	—	—	20	—	12	8	—	—
Ripon - - -	35	7	20	8	—	—	22	—	8	13	—	—
Salisbury - - -	28	16	11	1	—	—	17	2	9	5	—	1
Stockwell - - -	50	32	18	—	—	—	52	3	25	22	2	1
Truro - - -	12	4	6	2	—	—	9	—	3	5	—	—
Warrington - -	45	5	25	15	—	—	46	1	19	21	2	1
Westminster - -	25	10	10	5	—	—	23	2	15	6	—	3
Whitelands - -	48	19	28	1	—	—	55	6	23	24	2	—
Total - -	521	194	261	66	—	—	515	30	238	228	10	9

(B.)—Summary of Results of Examination of Students in Normal Schools, at Christmas 1868—*continued.*

SCOTLAND.

MALES.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland)	24	1	11	9	2	1	34	6	19	6	—	3
Edinburgh (Free Church) -	22	6	6	8	—	2	23	9	14	—	—	—
Glasgow (Church of Scotland) -	21	9	8	4	—	—	29	15	14	—	—	—
Glasgow (Free Church) - -	12	5	6	1	—	—	18	11	7	—	—	—
Total - -	79	21	31	22	2	3	104	41	54	6	—	3

FEMALES.

NORMAL SCHOOL.	SECOND YEAR.						FIRST YEAR.					
	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.	Number presented for Examination.	1st Division.	2nd Division.	3rd Division.	4th Division.	Failed.
Edinburgh (Church of Scotland)	26	16	8	1	—	1	28	4	18	6	—	—
Edinburgh (Episcopal Church) -	5	1	4	—	—	—	12	1	7	4	—	—
Edinburgh (Free Church) -	23	13	9	1	—	—	39	5	27	7	—	—
Glasgow (Church of Scotland) -	25	18	7	—	—	—	30	4	18	8	—	—
Glasgow (Free Church) - -	23	7	12	4	—	—	33	2	21	8	2	—
Total - -	102	55	40	6	—	1	142	16	91	33	2	—

(No. 6.)

Tabulated Results of Examination, Christmas 1868.

Per-centage of Candidates examined who obtained Marks of Excellent, Good, or Fair.

Male Students of the Second Year.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		Geography.		History.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	11	—	—	—	—	—	18·18	9·09	81·81	9·09	63·63	18·18	72·72	9·09	63·63	—	54·54
Battersea	36	69·44	30·55	13·88	55·55	2·77	8·33	13·88	55·55	25·00	44·44	33·33	58·33	11·11	69·44	11·43	37·14
Borough Road	26	—	—	—	—	7·69	26·92	3·84	38·46	3·84	61·53	7·69	92·30	—	61·53	—	46·15
Carmarthen	12	50·00	50·00	8·33	33·33	—	8·33	16·66	50·00	—	25·00	—	83·33	25·00	58·33	—	25·00
Carnarvon	8	25·00	62·50	—	62·50	—	25·00	12·50	50·00	12·50	25·00	12·50	37·50	—	50·00	—	12·50
Chelsea	47	48·94	48·94	19·15	42·55	4·26	17·02	10·64	44·68	14·89	25·53	25·53	68·09	8·51	63·83	21·28	27·66
Cheltenham	25	64·00	36·00	28·00	56·00	8·00	28·00	28·00	52·00	24·00	36·00	28·00	68·00	—	60·00	4·00	28·00
Chester	3	100·00	—	—	33·33	—	—	—	33·33	33·33	33·33	33·33	66·66	—	66·66	33·33	66·66
Culham	11	45·45	54·54	9·09	81·81	9·09	9·09	18·18	36·36	36·36	36·36	—	100·00	9·09	36·36	18·18	9·09
Durham	17	52·94	47·05	17·65	47·05	11·76	11·76	—	47·05	—	47·05	11·76	82·34	6·25	43·75	17·65	41·17
Edinburgh (Church of Scotland)	24	45·83	54·16	37·50	25·00	—	—	—	41·66	16·66	41·66	16·66	70·83	—	41·66	—	25·00
" (Free Church)	22	59·09	40·90	81·81	18·18	—	4·54	4·54	54·55	4·54	54·55	9·09	90·90	—	59·09	4·54	40·90
Exeter	15	80·00	20·00	—	53·33	—	20·00	6·66	40·00	13·33	60·00	13·33	86·66	6·66	46·66	—	6·66
Glasgow (Church of Scotland)	21	71·43	28·56	85·71	14·28	9·52	4·76	4·76	76·19	19·04	47·61	4·76	80·95	4·76	33·33	—	23·80
" (Free Church)	12	58·33	41·66	75·00	25·00	—	33·33	16·66	58·33	8·33	91·66	8·33	91·66	—	50·00	—	41·66
Hammersmith	6	—	—	—	—	—	16·66	16·66	33·33	—	66·66	—	83·33	—	66·66	—	50·00
Peterborough	14	78·56	21·43	7·14	50·00	7·14	7·14	—	50·00	—	30·77	7·69	61·53	—	57·14	—	35·72
Saltley	25	88·00	12·00	16·00	64·00	4·00	28·00	8·00	52·00	8·00	52·00	12·00	80·00	4·00	60·00	—	12·00
Westminster	28	—	—	—	—	3·57	3·57	3·57	46·43	14·29	60·71	14·29	82·14	—	28·57	—	25·00
Winchester	10	20·00	70·00	—	60·00	10·00	20·00	10·00	30·00	20·00	40·00	20·00	80·00	—	30·00	—	30·00
York	21	42·86	57·14	4·76	52·39	—	19·04	9·52	47·61	—	38·09	14·28	71·43	—	42·86	4·76	19·04
Average per-centage	—	58·81	39·73	23·76	45·54	3·70	14·74	9·19	48·54	12·53	46·74	13·84	76·60	4·02	51·88	5·48	31·31

Tabulated Results of Examination, Christmas 1868—*Male Students of the Second Year*—continued.

Normal School.	No. presented for Examination.	School Management.		Reading and Repetition.		Spelling.		Penmanship.		Euclid.		Economy.		Music.		Teaching.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	11	18·18	72·72	63·63	27·27	81·81	9·09	81·81	18·18	36·36	36·36	36·36	63·63	40·00	50·00	27·27	54·54
Battersea	36	5·55	77·77	27·77	47·22	83·33	13·88	25·00	69·44	19·44	27·77	38·88	47·22	22·22	19·44	13·88	55·55
Borough Road	26	50·00	50·00	23·08	76·92	92·30	7·69	73·07	26·92	7·69	26·92	11·53	57·69	61·53	15·38	38·46	61·53
Carmarthen	12	8·33	50·00	25·00	58·33	33·33	58·33	41·66	41·66	—	33·33	8·33	25·00	25·00	25·00	33·33	50·00
Carnarvon	8	—	50·00	25·00	75·00	62·50	37·50	25·00	50·00	—	12·50	—	62·50	25·00	37·50	50·00	50·00
Chelsea	47	6·38	74·47	29·79	55·32	91·49	6·38	44·68	51·06	8·51	23·40	14·89	34·04	12·77	6·38	29·79	53·19
Cheltenham	25	8·00	88·00	16·00	80·00	64·00	36·00	44·00	56·00	20·00	36·00	12·00	52·00	40·00	20·00	24·00	68·00
Chester	3	—	—	—	100·00	66·66	33·33	—	33·33	—	—	—	33·33	66·66	—	—	66·66
Culham	11	9·09	81·81	18·18	36·36	63·63	27·27	27·27	72·72	18·18	18·18	9·09	81·81	36·36	—	9·09	45·45
Durham	17	—	70·58	47·05	52·94	82·34	17·65	23·53	64·70	5·88	23·53	17·65	35·29	23·53	29·41	17·65	76·46
Edinburgh (Church of Scotland)	24	—	54·16	54·16	45·83	66·66	33·33	37·50	62·50	4·16	16·66	4·16	37·50	20·83	16·66	29·16	70·83
,, (Free Church)	22	27·27	59·09	95·45	4·54	95·45	4·54	63·63	36·36	9·09	18·18	22·73	54·55	25·00	5·00	81·81	18·18
Exeter	15	—	86·66	13·33	86·66	80·00	13·33	—	80·00	—	13·33	6·66	60·00	20·00	26·66	33·33	66·66
Glasgow (Church of Scotland)	21	—	57·14	85·71	14·28	71·43	28·56	61·90	38·09	28·56	33·33	4·76	61·90	33·33	16·66	95·24	4·76
,, (Free Church)	12	33·33	50·00	91·66	8·33	83·33	16·66	66·66	33·33	16·66	41·66	25·00	58·33	33·33	16·66	66·66	33·33
Hammersmith	6	50·00	33·33	66·66	33·33	83·33	16·66	33·33	50·00	—	—	16·66	50·00	16·66	—	50·00	50·00
Peterborough	14	7·14	92·85	21·43	50·00	61·53	30·77	28·57	64·28	14·29	42·85	21·43	71·42	21·43	14·29	21·43	57·14
Saltley	25	4·00	76·00	24·00	72·00	84·00	12·00	20·00	64·00	8·00	20·00	—	68·00	12·00	24·00	44·00	56·00
Westminster	28	35·71	50·00	57·14	42·85	85·71	14·29	89·28	7·14	3·57	25·00	7·14	57·14	35·71	14·29	42·85	50·00
Winchester	10	10·00	80·00	50·00	50·00	70·00	30·00	70·00	30·00	20·00	20·00	—	40·00	30·00	—	40·00	60·00
York	21	—	71·43	—	76·19	85·71	14·28	42·86	47·61	4·76	28·56	9·52	42·86	33·33	28·56	14·28	71·43
Average per-centage	—	12·99	63·14	39·76	52·06	75·64	21·97	42·84	47·49	10·72	23·69	12·70	52·10	32·60	17·42	36·29	53·31

Tabulated Results of Examination, Christmas 1868—*continued.*

Male Students of the First Year.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		Geography.		History.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	19	—	—	—	—	5·26	—	73·68	15·79	21·05	73·68	10·53	89·47	5·26	57·89	10·53	78·95
Battersea	39	12·82	48·72	15·38	79·48	—	5·13	82·04	17·95	28·21	61·53	30·77	69·23	17·95	51·28	13·15	84·20
Borough Road	41	—	—	—	—	4·88	21·95	73·17	19·51	31·71	53·66	36·58	53·66	75·60	21·95	7·32	80·48
Carmarthen	5	—	40·00	—	20·00	—	—	80·00	—	20·00	60·00	20·00	60·00	40·00	40·00	—	60·00
Carnarvon	9	11·11	—	—	55·55	11·11	—	55·55	33·33	11·11	55·55	11·11	55·55	—	44·44	—	33·33
Chelsea	42	2·38	35·71	9·52	73·81	2·38	14·29	76·19	21·42	30·95	54·76	33·33	57·14	30·95	47·62	9·52	69·05
Cheltenham	34	—	32·35	—	91·18	8·82	14·71	85·29	11·76	35·29	41·18	20·59	67·65	26·47	44·11	5·88	79·41
Chester	9	—	44·44	—	66·66	—	—	77·77	22·22	11·11	88·88	11·11	88·88	22·22	44·44	—	88·88
Culham	14	—	57·14	7·14	57·14	—	14·29	78·56	21·43	21·43	57·14	14·29	78·56	21·43	78·56	7·14	64·28
Durham	13	—	69·23	—	76·92	—	—	61·53	23·07	23·07	53·84	15·38	76·92	38·46	61·53	—	84·61
Edinburgh (Church of Scotland)	34	47·06	47·06	64·70	26·47	2·94	5·88	64·70	20·59	41·18	44·11	8·82	85·29	14·71	47·06	—	47·06
„ (Free Church)	23	56·52	43·48	100·00	—	8·70	—	82·61	17·39	78·26	17·39	30·43	65·22	26·09	65·22	8·70	78·26
Exeter	9	—	55·55	33·33	55·55	—	11·11	55·55	33·33	11·11	88·88	44·44	55·55	22·22	33·33	22·22	44·44
Glasgow (Church of Scotland)	29	62·06	37·93	96·55	3·45	—	—	96·55	3·45	68·97	31·03	31·03	65·51	37·93	48·28	6·90	75·86
„ (Free Church)	18	66·66	33·33	88·22	11·76	—	11·11	94·44	5·55	38·88	55·55	16·66	77·77	44·44	55·55	11·11	88·88
Hammersmith	21	—	—	—	—	9·52	9·52	28·56	61·90	9·52	57·14	14·28	66·66	9·52	57·14	—	66·66
Peterborough	13	—	38·46	—	76·92	—	—	46·15	46·15	—	38·46	7·69	92·30	7·69	46·15	—	84·61
Saltley	20	—	50·00	10·00	80·00	—	10·00	85·00	10·00	20·00	55·00	10·00	85·00	25·00	65·00	20·00	70·00
Westminster	31	—	—	—	—	3·23	19·35	83·87	16·12	22·58	61·29	19·35	77·42	54·84	45·16	9·68	80·64
Winchester	15	6·66	26·66	—	100·00	—	13·33	66·66	33·33	13·33	80·00	26·66	66·66	13·33	60·00	—	60·00
York	17	—	47·05	5·88	47·05	—	—	41·17	47·05	—	29·41	5·88	76·46	11·76	35·29	5·88	47·05
Average per-centage	—	15·60	41·59	25·33	54·23	2·70	7·17	70·90	22·92	25·60	55·16	19·94	71·94	25·99	50·00	6·57	69·84

Tabulated Results of Examination, Christmas 1868—*Male Students of the First Year*—continued.

Normal School.	No. presented for Examination.	School Management.		Reading and Repetition.		Spelling.		Penmanship.		Euclid.		Economy.		Music.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bangor	19	21·05	68·42	10·53	68·42	78·95	21·05	26·31	68·42	15·79	73·68	21·05	78·95	42·10	42·10
Battersea	39	38·46	46·15	20·52	58·97	87·17	12·82	28·21	48·72	12·82	53·85	20·52	46·15	42·10	47·36
Borough Road	41	39·02	58·53	31·71	68·29	90·24	9·76	78·05	21·95	21·95	51·22	19·51	29·27	36·58	43·90
Carmarthen	5	20·00	60·00	20·00	80·00	100·00	—	—	80·00	20·00	40·00	—	40·00	—	20·00
Carnarvon	9	—	66·66	33·33	66·66	66·66	33·33	11·11	33·33	—	33·33	22·22	22·22	33·33	66·66
Chelsea	42	16·66	66·66	23·81	50·00	85·71	14·29	19·04	50·00	7·14	33·33	14·29	38·00	33·33	40·48
Cheltenham	34	38·24	47·06	14·71	61·76	82·35	17·65	26·47	55·88	32·35	35·29	17·65	26·47	47·06	38·24
Chester	9	—	66·66	11·11	66·66	66·66	33·33	—	77·77	—	66·66	22·22	33·33	28·57	57·14
Culham	14	35·72	57·14	7·14	42·85	92·85	7·14	42·85	35·72	28·57	21·43	14·29	7·14	64·28	35·72
Durham	13	30·77	46·15	7·69	76·92	92·30	7·69	7·69	61·53	15·38	61·53	30·77	23·07	38·46	46·15
Edinburgh (Church of Scotland)	34	29·41	47·06	41·18	58·82	76·47	23·53	35·29	64·70	5·88	50·00	5·88	5·88	8·82	32·35
„ (Free Church)	23	73·92	26·09	73·92	26·09	78·26	21·74	56·52	43·48	17·39	56·52	21·74	52·17	17·39	60·87
Exeter	9	22·22	44·44	33·33	66·66	88·88	11·11	11·11	55·55	11·11	44·44	22·22	44·44	33·33	55·55
Glasgow (Church of Scotland)	29	27·57	72·41	96·55	3·45	93·10	6·90	51·72	48·28	31·03	48·28	10·34	48·28	55·17	34·48
„ (Free Church)	18	50·00	50·00	66·66	33·33	88·88	11·11	61·11	38·88	16·66	55·55	38·88	44·44	21·43	50·00
Hammersmith	21	38·09	57·14	23·80	61·90	80·95	19·04	52·39	38·09	23·80	38·09	—	23·80	9·52	33·33
Peterborough	13	23·07	61·53	—	84·61	92·30	7·69	15·38	84·61	7·69	53·84	—	23·07	38·46	53·84
Saltley	20	15·00	60·00	40·00	60·00	95·00	5·00	20·00	50·00	10·00	60·00	35·00	35·00	40·00	40·00
Westminster	31	41·94	58·06	41·94	51·62	70·97	29·03	74·19	25·80	—	67·74	29·03	38·71	35·48	35·48
Winchester	15	13·33	73·33	46·66	53·33	93·33	6·66	6·66	73·33	13·33	40·00	6·66	40·00	26·66	66·66
York	17	23·53	47·05	5·88	76·46	70·58	29·41	—	47·05	5·88	29·41	11·76	5·88	29·41	52·94
Average per-centage	—	28·47	56·21	30·97	57·94	84·36	15·63	29·71	52·52	14·13	48·29	17·33	33·63	32·45	45·39

Tabulated Results of Examination, Christmas 1868—*continued.*

FEMALE STUDENTS OF THE SECOND YEAR.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		Geography.		History.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop Stortford	26	80·77	19·23	7·69	80·77	80·77	11·53	42·31	50·00	3·84	76·92	—	88·46	46·15	53·85	23·08	69·23
Brighton	20	10·00	90·00	5·00	75·00	50·00	35·00	30·00	50·00	—	90·00	—	50·00	50·00	45·00	15·00	75·00
Bristol	35	28·57	51·43	8·57	88·57	45·72	40·00	31·43	42·85	8·57	77·14	2·86	85·71	60·00	40·00	—	65·71
Cheltenham	26	15·38	84·61	11·53	80·77	84·61	11·53	19·23	50·00	3·84	92·30	11·53	80·77	38·46	53·85	—	73·07
Derby	21	14·28	47·61	14·28	57·14	85·71	9·52	61·90	23·80	4·76	66·66	19·04	61·90	23·80	57·14	14·28	57·14
Durham	12	33·33	66·66	8·33	91·66	16·66	58·33	25·00	41·66	41·66	58·33	—	75·00	58·33	41·66	8·33	83·33
Edinburgh (Church of Scotland)	26	50·00	46·15	42·31	53·85	57·69	19·23	42·31	38·46	19·23	73·07	19·23	73·07	73·07	26·92	11.53	76·92
„ (Episcopal Church)	5	60·00	40·00	20·00	80·00	60·00	—	—	60·00	20·00	80·00	20·00	40·00	100·00	—	20·00	80·00
„ (Free Church)	23	39·13	60·87	56·52	39·13	26·09	34·78	39·13	39·13	4·35	65·22	13·04	82·61	73·92	26·09	—	73·92
Glasgow (Church of Scotland)	25	8·00	92·00	40·00	56·00	48·00	20·00	24·00	60·00	8·00	76·00	4·00	76·00	72·00	28·00	4·00	76·00
„ (Free Church)	23	8·70	73·92	47·83	43·48	39·13	34·78	17·39	39·13	4·35	43·48	4·35	73·92	39·13	52·17	—	82·61
Home and Colonial	65	24·61	67·69	24·61	70·76	70·76	27·69	47·69	27·69	7·69	84·61	36·92	63·07	58·46	38·46	12·30	75·38
Lincoln	18	11·11	88·88	16·66	72·22	50·00	27·77	44·44	27·77	11·11	83·33	38·88	61·11	50·00	50·00	11·11	72·22
Liverpool	35	—	—	—	—	74·28	20·00	60·00	25·71	20·00	74·28	8·57	77·14	82·86	17·15	45·72	54·29
Norwich	20	40·00	60·00	5·00	85·00	35·00	40·00	15·00	35·00	—	80·00	20·00	65·00	10·00	75·00	—	85·00
Ripon	35	25·71	57·14	5·71	68·57	42·85	34·29	48·57	37·14	—	65·71	5·71	82·86	77·14	22·86	14·29	68·57
Salisbury	29	28·57	64·29	25·00	75·00	50·00	39·28	17·85	46·43	17·85	75·00	14·29	82·14	85·71	14·29	42·85	57·14
Stockwell	50	—	—	—	—	42·00	40·00	34·00	48·00	16·00	80·00	10·00	84·00	78·00	22·00	16·00	68·00
Truro	12	25·00	75·00	25·00	75·00	33·33	33·33	16·66	25·00	25·00	66·66	41·66	58·33	91·66	8·33	25·00	58·33
Warrington	45	40·00	60·00	20·00	80·00	42·22	26·66	20·00	35·55	—	68·88	8·88	77·77	71·11	28·88	13·33	73·33
Westminster	25	—	—	—	—	60·00	32·00	52·00	32·00	16·00	84·00	8·00	72·00	64·00	36·00	4·00	60·00
Whitelands	48	68·75	31·25	25·00	72·92	60·42	27·08	31·25	47·92	2·08	58·33	14·58	77·08	72·92	25·00	10·42	75·00
Average per-centage	—	32·20	61·93	21·52	70·83	52·51	28·30	32·73	40·14	10·65	73·63	13·70	72·17	62·57	34·66	13·23	70·91

Tabulated Results of Examination, Christmas 1868—*Female Students of the Second Year*—continued.

Normal School.	No. presented for Examination.	School Management.		Reading and Repetition.		Spelling.		Penmanship.		Needlework.		Domestic Economy.		Music.		Teaching.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop Stortford	26	19·23	53·85	84·61	15·38	46·15	46·15	19·23	46·15	80·77	11·53	92·30	7·69	19·23	57·69	65·38	19·23
Brighton	20	—	55·00	50·00	40·00	70·00	30·00	5·00	50·00	85·00	10·00	55·00	45·00	5·26	15·79	45·00	50·00
Bristol	35	22·86	51·43	40·00	40·00	68·57	31·43	11·43	57·14	74·28	25·71	85·71	14·29	9·68	64·52	57·14	37·14
Cheltenham	26	—	57·69	50·00	30·77	65·38	34·61	15·38	50·00	34·61	57·69	69·23	30·77	3·84	69·23	50·00	34·61
Derby	21	19·04	71·43	42·86	42·86	57·14	38·09	33·33	47·61	57·14	38·09	66·66	33·33	19·04	66·66	76·19	14·28
Durham	12	—	58·33	41·66	50·00	58·33	41·66	8·33	83·33	66·66	33·33	58·33	41·66	8·33	33·33	50·00	50·00
Edinburgh (Church of Scotland)	26	38·46	50·00	80·77	19·23	69·23	30·77	57·69	42·31	61·53	38·46	42·31	57·69	16·00	44·00	46·15	53·85
" (Episcopal Church)	5	—	40·00	100·00	—	60·00	40·00	—	—	60·00	20·00	80·00	20·00	20·00	80·00	100·00	—
" (Free Church)	23	52·17	43·48	100·00	—	56·52	43·48	30·43	65·22	52·17	47·83	56·52	43·48	—	13·04	91·30	8·70
Glasgow (Church of Scotland)	25	32·00	64·00	100·00	—	60·00	36·00	64·00	36·00	76·00	24·00	88·00	12·00	32·00	40·00	100·00	—
" (Free Church)	23	26·09	52·17	86·96	13·04	82·61	17·39	26·09	73·92	82·61	17·39	69·57	30·43	5·88	23·53	65·22	34·78
Home and Colonial	65	20·00	56·92	66·15	24·61	78·46	21·53	36·92	44·61	86·15	13·84	84·61	15·38	20·00	50·76	63·07	26·15
Lincoln	18	38·88	55·55	77·77	16·66	55·55	44·44	22·22	66·66	100·00	—	72·22	27·77	11·11	55·55	44·44	44·44
Liverpool	35	8·57	91·42	62·86	37·14	51·43	48·57	—	100·00	88·57	11·43	65·71	34·29	8·00	56·00	48·57	51·43
Norwich	20	20·00	70·00	75·00	15·00	40·00	60·00	10·00	70·00	90·00	10·00	75·00	25·00	—	70·00	60·00	30·00
Ripon	35	14·29	68·57	37·14	40·00	60·00	40·00	25·71	65·71	28·57	51·43	65·71	34·29	8·57	68·57	60·00	34·29
Salisbury	28	32·14	50·00	53·57	46·43	57·14	42·85	35·71	53·57	100·00	—	85·71	14·29	25·00	57·14	50·00	39·28
Stockwell	50	58·00	38·00	64·00	34·00	54·00	46·00	68·00	32·00	92·00	8·00	82·00	18·00	22·00	64·00	46·00	54·00
Truro	12	58·33	33·33	58·33	41·66	66·66	33·33	8·33	50·00	100·00	—	58·33	41·66	16·66	33·33	75·00	16·66
Warrington	45	2·22	42·22	44·44	44·44	57·77	42·22	11·11	57·77	71·11	28·88	77·77	22·22	6·82	52·27	37·77	40·00
Westminster	25	44·00	48·00	40·00	60·00	56·00	44·00	76·00	24·00	64·00	32·00	64·00	36·00	8·00	64·00	44·00	48·00
Whitelands	48	18·75	60·42	66·66	29·17	64·58	35·42	22·92	47·92	89·58	10·42	75·00	25·00	10·42	58·33	39·58	47·92
Average per-centage	—	23·86	55·08	64·67	29·10	60·70	38·54	26·71	52·90	74·57	22·27	71·34	28·64	12·53	51·71	59·76	33·39

Tabulated Results of Examination, Christmas 1868—*continued.*

Female Students of the First Year.

Normal School.	No. presented for Examination.	Bible.		Catechism and Liturgy.		Mental Arithmetic.		Arithmetic.		Grammar.		Composition.		Geography.		History.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop Stortford	27	14·81	81·48	3·70	22·22	51·85	25·93	25·93	29·63	—	29·63	3·70	14·81	3·70	22·22	—	33·33
Brighton	23	8·70	91·30	4·35	34·78	13·04	52·17	39·13	47·83	—	26·09	—	30·43	4·35	21·74	—	30·43
Bristol	29	6·90	86·21	6·90	48·28	44·83	27·59	27·59	37·93	—	24·14	—	24·14	—	27·59	3·45	13·79
Cheltenham	32	15·62	81·25	—	40·62	37·50	46·88	31·25	34·37	—	28·13	—	34·37	—	21·88	3·12	18·75
Derby	19	—	100·00	15·79	36·84	68·42	31·58	42·10	42·10	—	15·79	—	26·31	—	10·53	—	31·58
Durham	17	5·88	76·46	—	23·53	17·65	29·41	29·41	29·41	—	17·65	—	17·65	—	17·65	—	5·88
Edinburgh (Church of Scotland)	28	35·71	64·29	42·85	46·43	53·57	21·43	25·00	60·71	—	17·85	7·14	17·85	—	25·00	3·57	3·57
„ (Episcopal Church)	12	16·66	75·00	8·33	25·00	33·33	33·33	41·66	50·00	—	58·33	—	50·00	—	33·33	8·33	25·00
„ (Free Church)	39	23·07	76·92	74·35	25·64	38·46	23·07	38·46	48·72	—	53·85	—	43·59	—	15·38	—	10·25
Glasgow (Church of Scotland)	30	13·33	86·66	50·00	43·33	53·33	26·66	33·33	43·33	—	26·66	—	36·66	—	20·00	—	6·66
„ (Free Church)	33	9·09	75·75	54·54	42·42	46·88	34·37	21·21	48·48	—	15·15	—	45·45	—	42·42	—	9·09
Home and Colonial	73	23·21	73·97	21·91	41·09	52·05	31·50	38·35	47·94	1·36	42·46	2·73	43·83	—	31·50	—	24·65
Lincoln	21	4·76	90·47	9·52	47·61	9·52	47·61	33·33	52·39	—	38·09	—	52·39	—	23·80	—	14·28
Liverpool	30	—	—	—	—	33·33	43·33	20·00	50·00	—	20·00	—	66·66	23·33	63·33	13·33	53·33
Norwich	20	25·00	65·00	35·00	50·00	20·00	35·00	15·00	55·00	—	20·00	—	60·00	—	20·00	—	35·00
Ripon	22	9·09	77·27	—	31·82	27·27	36·36	18·18	50·00	—	18·18	—	36·36	—	22·73	—	9·09
Salisbury	17	5·88	82·34	11·76	47·05	41·17	23·53	23·53	52·94	—	23·53	5·88	17·65	5·88	29·41	—	35·29
Stockwell	52	—	—	—	—	25·49	35·30	28·85	48·08	1·92	11·54	—	38·46	—	38·46	1·92	32·69
Truro	9	—	88·88	—	44·44	44·44	22·22	11·11	77·77	—	33·33	—	22·22	—	—	—	—
Warrington	46	8·70	80·43	6·52	39·13	34·78	34·78	28·27	45·65	—	36·95	—	17·39	—	34·78	2·17	43·48
Westminster	23	—	—	—	—	47·83	39·13	47·83	47·83	—	30·43	—	43·48	—	30·43	—	4·35
Whitelands	55	34·54	63·63	12·72	47·27	32·72	34·54	36·36	41·81	—	21·81	—	32·72	7·27	41·81	—	27·27
Average per-centage	—	13·73	79·85	18·85	38·81	37·61	33·44	29·81	47·36	·14	27·70	·88	35·11	2·02	26·99	1·63	21·26

Tabulated Results of Examination, Christmas 1868—*Female Students of the First Year*—continued.

Normal School.	No. presented for Examination.	School Management.		Reading and Repetition.		Spelling.		Penmanship.		Needlework.		Domestic Economy.		Music.	
		Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.	Excellent or Good.	Fair.
Bishop Stortford	27	11·11	62·96	55·55	22·22	44·44	14·81	14·81	55·55	25·93	59·26	44·44	48·15	14·81	44·44
Brighton	23	—	60·87	56·52	30·43	56·52	30·43	13·04	69·57	34·78	65·22	17·39	56·52	—	43·48
Bristol	29	10·34	75·86	31·03	44·83	62·06	34·48	20·69	58·62	27·59	58·62	62·06	34·48	8·70	30·43
Cheltenham	32	21·88	68·75	37·50	37·50	59·38	25·00	25·00	62·50	28·13	59·38	56·25	37·50	12·50	50·00
Derby	19	—	78·95	26·31	42·10	36·84	21·05	15·79	47·37	52·63	36·84	68·42	21·05	15·79	57·89
Durham	17	17·65	70·58	17·65	64·70	76·46	23·53	17·65	82·34	23·53	64·70	52·94	35·29	5·88	76·46
Edinburgh (Church of Scotland)	28	57·14	35·71	67·85	32·14	75·00	17·85	35·71	64·29	32·14	35·71	21·43	64·29	16·66	50·00
„ (Episcopal Church)	12	—	75·00	91·66	8·33	66·66	25·00	—	41·66	25·00	66·66	50·00	50·00	25·00	58·33
„ (Free Church)	39	56·41	38·46	97·43	2·56	64·10	20·52	15·38	82·04	30·77	43·59	43·59	53·85	5·13	48·72
Glasgow (Church of Scotland)	30	36·66	56·66	100·00	—	53·33	30·00	30·00	66·66	43·33	46·66	33·33	60·00	17·85	46·43
„ (Free Church)	33	63·63	33·33	78·78	15·15	60·60	30·30	33·33	60·60	39·39	45·45	39·39	60·60	22·73	45·45
Home and Colonial	73	28·76	67·12	47·94	30·13	75·34	17·80	36·98	58·90	71·23	27·39	32·87	58·90	15·06	52·05
Lincoln	21	23·80	71·43	42·86	42·86	47·61	23·80	23·80	76·19	71·43	28·56	42·86	57·14	9·52	61·90
Liverpool	30	3·33	96·66	43·33	50·00	73·33	10·00	10·00	90·00	50·00	46·66	90·00	10·00	7·69	69·23
Norwich	20	30·00	70·00	35·00	30·00	50·00	40·00	55·00	30·00	35·00	50·00	45·00	55·00	5·00	25·00
Ripon	22	4·54	81·81	36·36	40·90	72·72	18·18	18·18	40·90	22·73	45·45	36·36	54·55	13·63	45·45
Salisbury	17	11·76	88·22	41·17	47·05	64·70	29·41	52·94	47·05	88·22	11·76	47·05	52·94	—	64·70
Stockwell	52	28·85	57·69	55·77	44·23	57·69	26·92	53·85	38·46	25·00	50·00	55·77	44·23	30·76	40·38
Truro	9	—	88·88	66·66	22·22	88·88	11·11	—	33·33	55·55	33·33	44·44	44·44	11·11	44·44
Warrington	46	10·87	69·57	28·27	45·65	52·17	32·61	23·91	54·35	37·77	33·33	34·78	47·83	4·34	52·17
Westminster	23	73·92	26·09	56·52	43·48	43·48	30·43	60·87	39·13	69·57	30·43	26·09	65·22	—	13·04
Whitelands	55	12·72	80·00	45·45	32·72	76·36	14·54	14·54	76·36	56·36	38·18	52·72	45·45	7·27	50·90
Average per-centage	—	22·88	66·11	52·70	33·14	61·71	23·98	25·97	57·99	43·00	44·41	45·32	48·06	11·33	48·67

REPORT, *for the Year 1868, by Her Majesty's Inspector, the* REV. B. MORGAN COWIE, B.D., *on the* CHURCH OF ENGLAND NORMAL SCHOOLS *for* SCHOOLMASTERS *visited by him, and explanation of the reason why it is so limited.*

MY LORDS, April 6.

Inspection of these colleges stopped by other employment.

THE business of the Royal Commission of Enquiry into primary education in Ireland has occupied all my time during that part of the year which is usually devoted to the inspection of the Church of England Training schools for masters.

Special cases.

The examination of the students, so far as it required personal visit to the training schools, was provided for by your Lordships, and did not depend on me. I have visited only four training schools; Chester, Carnarvon, Carmarthen, and Peterborough; as there were special circumstances connected with each case which made this desirable.

Chester.

Chester received no new students for training at the end of 1868, and the future of this college is now under consideration.

Carnarvon.

In Carnarvon there was a very serious subject of discussion between the committee and the Bishops of Bangor and St. Asaph; as the issue of that discussion is not yet known, it will be well perhaps that I say as yet nothing more about it than what is already stated. This was the special reason which made my visit to Carnarvon necessary.

Carmarthen.

At Carmarthen there was a new principal, the Rev. W. Biddick.

Peterborough.

At Peterborough the district had passed into the hands of my colleague the Rev. C. Sewell, whom I had not before met at the college, and therefore it was desirable I should meet him at his first inspection and examination.

From no other college was any special report of inspection received by me except from Culham.

General Report deferred.

As therefore a general report on these Church of England training schools for masters cannot be made, I received the Vice-President's sanction for deferring it till I have seen them all; and I hope that, when I am relieved from the Royal Commission on Irish education, which has wholly occupied my time and labour to this date, I shall be able to resume my usual work, and enter fully into the training question, which is certainly at present passing through a very important and critical phase.

I have the honour to be, &c.

B. M. COWIE.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the year* 1868, *by Her Majesty's Inspector, the* Rev. CANON TINLING, *on the* CHURCH OF ENGLAND NORMAL SCHOOLS FOR SCHOOLMISTRESSES.

MY LORDS, March 1869.

DURING the year 1868 very few changes have taken place either in the officers of the different Normal Schools for Mistresses, or in the mode of conducting the teaching and training of the students.

The syllabus of work remains the same.

The following table gives the number of students in residence on 1st March 1869, and on 1st March 1868. Students in residence 1869 and 1868.

TABLE I.

Names of Normal Schools.	Number of Students sanctioned in each Normal School.	Number of Students actually present on March 1, 1868.				Number of Students actually present on March 1, 1869.			
		2nd Year.	1st Year.	Preparatory Pupils.	Total.	2nd Year.	1st Year.	Preparatory Pupils.	Total.
Bishops Stortford -	57	27	30	—	57	27	30	—	57
Brighton - - -	46	22	24	—	46	22	21	—	43
Bristol and Gloucester	80	37	29	3	69	29	39	—	68
Cheltenham - - -	59	26	33	—	59	32	27	—	59
Derby - - - -	42	21	21	—	42	19	22	—	41
Durham - - -	46	12	17	—	29	17	17	—	34
Home and Colonial -	140	65	75	—	140	59	83*	—	142
Lincoln - - - -	40	18	22	—	40	19	21	—	40
Norwich - - -	40	21	19	—	40	19	21	—	40
Ripon - - - -	60	35	22	1	58	22	33	1	56
Salisbury - - -	67	28	19	4	51	17	32	—	49
Truro - - - -	30	12	9	4	25	9	10	2	21
Warrington - - -	100	46	47	4	97	46	53	2	101
Whitelands - - -	107	51	56	—	107	54	52	—	106
Total -	914	421	423	16	860	391	461	5	857

The following is the summary of results of the examination of candidates for admission into normal schools during the past four years.

* Mem.—"Two of these students are supernumeraries, who passed the examination at Christmas 1868, and who attend the classes; they reside in one of the non-governmental houses."—*Letter of Rev. J. J. Evans.*

TABLE II.

A.D.	Presented for Examination.			Passed.			Failed.		
	Pupil-Teachers.	Not Pupil-Teachers.	Total.	1st Class.	2nd Class.	Total.	Pupil-Teachers.	Not Pupil-Teachers.	Total.
1865	569	68	637	237	292	529	78	30	108
1866	556	75	631	198	298	496	106	29	135
1867	414	99	513	139	289	428	52	33	85
1868	419	135	554	212	266	478	40	36	76

The above table No. 2 shows an increase of 50 successful candidates at Christmas 1868 over the number who passed in 1867.

Table No. 1 shows an increase of 38 admissions and 2 first-year students over those admitted January 1867.

Eight additional students were in residence on March 1, 1869, whilst the preparatory pupils were diminished by 11.

The vacancies in the normal schools have thus been reduced from 70 to 62. For the future there does not appear to be cause for anxiety respecting the supply of female candidates for admission, for the number of non-pupil-teachers is steadily on the increase, and the table No. 3 will show the number of apprenticed pupil-teachers at Christmas 1867 and 1868 throughout England, Wales, and Scotland.

TABLE III.

	Apprenticed Pupil-Teachers at Christmas 1867.	Apprenticed Pupil-Teachers at Christmas 1868.
England and Wales - -	5,732	6,341
Scotland - - -	704	962
Total - -	6,436	7,303

Christmas examination of students.

Another year's experience has confirmed my previous conviction that the subjects of examination for the students at the end of year one and two are altogether within the power and capacity of the governesses and students, and that to diminish the extent of these examinations would tend in an equal proportion to lessen the efficiency of these young persons as teachers.

Health of students.

The health of the students is not, as a rule, in any way impaired by the present routine of study and practical

teaching: I am assured by the medical practitioners in the different normal schools that, except in a very few cases, the health of the students is positively improved during each year of their residence.

Benefit of second year's training.

It is not merely my own opinion, but the opinion of almost every officer in each institution, that the second year's training is of the greatest importance in giving stability and power to the character of the students, and in enabling them to deepen in some degree that knowledge which it is essential for them to possess as teachers in our elementary schools. I am desirous of recording this opinion at this time, as I gather from your Lordships' report of last year that it is possible that additional grants may be made for "infants under 40 in number, when "the inspector reports that they are taught by a certificated "or probationary teacher, in a separate room, properly fur- "nished for their instruction, and confined to children "under 7 years of age;" and as the number of students likely to leave for infants' schools after one year's training may increase under the above suggestion made by your Lordships, it would seem essential to guard against any withdrawal of the requirement of two years' training for mistresses of girls' or mixed schools.

Training for one year sanctioned for infant school teachers.

At the present time the Home and Colonial is the only normal school which is practically "recognized by the "Committee of Council as providing a course of training "for one year according to Art. 99 (*b*)." The "recognition" was given to Derby in former years, but only two students from that normal school have been presented for examination under Art. 99 (*b*) during the last four years.

The authorities of the Home and Colonial Society generally present year by year from 20 to 22 students under Art. 99 (*b*). One great principle of this institution being to train mistresses for infant schools.

The following is an extract from the "admission paper" of the "Home and Colonial Society:"—

"Pupil-teachers who pass the Government examination are received for two years for girls' or mixed schools, or one year to be trained for infant schools; they are educated and provided with board, lodging, washing, and medical attendance. (*Note.*)—Two years is the only recognized period of training except for those who wish to take infant schools, and candidates who wish to be trained for that period are required to pledge themselves to remain.* * In deciding between a one or two years' training, candidates should take into consideration that two year students are trained to manage infant schools the same as those entered for one year, and as they pass through a more complete course of study, and are therefore more thoroughly trained for their work, they command the best schools, whether as teachers of infant schools or for older children. Likewise they have the choice at a future time of exchanging from an infant school to a girls' school, an option not granted to those trained for infant schools."

Mode of selecting candidates for one year's training.

It is a gain to the immediate progress of education in our elementary schools that year by year a chosen body of young teachers should be prepared by one year's training for infants' schools; provided that the selection be made either from such students who, from home or other circumstances could not be trained for a longer period, or from those whose early training in infant schools and general aptitude for teaching, give special promise of fitness for a teacher; but it seems to me essential that there should be some valid reason for this limited period of training; and that care should be taken that these students should not be selected from the less intelligent and less able girls under training, who falling low in practical teaching, and being weak in attainments, are weeded out (so to speak) by the authorities at the expiration of the first year as eligible for infants' schools.

To secure a proper selection of such students, a special list of the names of such young persons should (in my opinion) be forwarded to your Lordships not later than the 25th day of March in each year; and I venture to bring to your Lordships' notice the following extract from the Home and Colonial School Society's admission paper (which I have already referred to) respecting infant school teachers who have been trained for two years; "they have the "choice at a future time of exchanging from an infant "school to a girls' or mixed school, *an option not granted* "*to those trained for infant schools*," *i.e.* to those trained for one year only under Art. 99 *b*.

During the past year two cases were brought to my special notice of mistresses trained only for one year to undertake infant schools, but who passed rapidly to the charge of mixed schools, and who failed altogether of success.

In one or two of the normal schools the committees that I have had the pleasure of meeting have expressed an opinion respecting what was considered by them a hardship; viz., the being unable, without pecuniary loss, to fill up any vacancies which may exist in their colleges with preparatory pupils who have either failed to pass the admission examination, or whose age is under 18 years.

Examination for admission.

I ventured to suggest that the pecuniary loss was not great, and that your Lordships have placed no positive restriction against such admissions. But at the same time I am certain that the more the subject is considered, the greater must the gain of the admission examination appear; as it affords a proof that each young person at the age of 18 years has exhibited some decision of character, and some amount of willingness and power to devote herself to study

and to self-improvement, which is the only fair ground of hope we can have for her future success and for her continuance in the profession.

Within the last few months I have over-looked a large number of papers worked by the candidates for admission, many of which were so imperfect that they afford a very clear proof of the necessity of such an examination, if the education in our normal schools is to be maintained in any degree above the level of our elementary schools. Many of the candidates, judging by their papers, appear to be quite unfit for a normal school, at least until they shall show some desire to educate themselves by being able to write a fair hand, and to spell with some amount of accuracy; and it is worthy of grave consideration whether it is not more advantageous for these young persons that they should prepare themselves in the elementary schools of the neighbourhood where they reside, for the admission examination into the normal schools under the watchful supervision of their parochial clergyman, and the instruction which they may be able to obtain from the elementary schoolmistress, rather than be encouraged to seek to be admitted to a class of preparatory pupils within the Normal school whilst their attainments are scarcely superior to those of a first-class national school girl of 13 years of age.

Numbers who passed examination at Christmas 1868.

The list of candidates at the Christmas examination of 1868 shows that the admission by examination in no way debars a very large body of young persons from entering our normal schools; 554 candidates presented themselves for examination, of whom 135 had not been apprenticed as pupil-teachers, and of this latter number 100 passed successfully.

The class list of students in normal schools examined for certificates at Christmas last, shows a decided falling off in the attainments of those examined at the end of the first year in comparison with the year 1867; and this corroborates the statement made in many of the normal schools by the lecturers and governesses, that the students now admitted have not been so well instructed as those admitted in former years.

I ventured last year in my report to state "that many of "our female apprentices require more careful and more "sound teaching during their apprenticeship," and I fear that the same statement is again required.

I have the honour, &c.

E. Douglas Tinling.

To the Right Honourable
The Lords of the Committee of Council on Education.

Special Reports.

BISHOPS STORTFORD.

Visited 15th July, &c., with Rev. C. J. Robinson.

No change has taken place in the officers of this normal school.

The teaching and training throughout have been careful and successful. A good account is given of the students.

The number present is 55; 26 in their second year, and 29 in their first year.

Practising schools satisfactory. 51 girls and 93 infants present.

The committee consisted of R. Hanbury, T. A. Houblon, and T. Pelly, Esqrs.; Revds. T. L. Bayliff, and A. Blunt (chaplain).

The medical report is appended.

Dear Sir, Bishops Stortford, 20th July 1868.

The health of the students of the Hockerill training college for the last six months is rather above than below the average.

We have had no serious illness, with the exception of a student named Pleasance, who entered upon a second-class certificate of health, became unequal to the work, and was advised to give up altogether.

Another, Gooding, from pectoral symptoms was greatly relieved by change of air and *rest*, and has since resumed her studies.

Bazeley is in a very weak condition, and I have some fears about her.

From the above statement I am induced to believe that the *work* done here is in no way detrimental to health. In some cases, and not a few, I believe the students leave in better health than on admission.

Believe me, &c.

(Signed) Renf. Thos. Scarr,
Surgeon, &c.

BRIGHTON.

Visited 9th July, with Rev. R. L. Koe.

The only change during the past year amongst the officers of this institution is in the practising schools. Miss H. Man undertakes to act as mistress of method and teacher of school management.

The number of students in residence:—21 of the second year; 23 of the first year; and 2 private pupils who are preparing for admission at Christmas (rate of payment 20*l.* per annum). Total, 46.

The buildings are satisfactory, and the whole teaching throughout is carefully attended to.

The following members of the committee were present:—The Earl of Chichester, Ven. Archdeaon Garbet, Captain Timmins, Rev. W. H. Fitz-Hugh (treasurer), Rev. E. Barlow, and Rev. H. Wyatt (chaplain).

I append the medical report.

During the past year but little has occurred to call for any special medical report. The health of the students has been, on the whole, very good, and indeed no illness has occurred beyond those of the simplest character.

I must make an exception in the case of Julia Hicks, whose health failed in March last, and who went home by my recommendation, as from the state of her lungs I did not consider her able to continue her duties.

F. A. Humphry, F.R.C.S.,
13th July 1868. Medical Officer, Brighton Training College.

BRISTOL.

Visited 18th May, with Rev. Rice Byrne.

Miss Spencer has been appointed matron and head governess in the place of Miss Manly. No other change has taken place among the officers of the institution.

The buildings are complete in themselves, and in good order and repair.

The number of students in residence:—36 in the second year, 30 in the first year, and 3 preparing for the admission at Christmas.

Of these three preparatory students the Principal remarks:—"One "of them is an ex-pupil-teacher who has completed her apprenticeship, "and of the other two, one has been a nursery governess and the other "was apprenticed as a pupil-teacher, but the indentures were cancelled "by the agreement of all parties. . . . . .

"We are ready to admit such preparatory students at any time during "the year if we have vacancies. All applicants who have sufficient "elementary knowledge and produce proper certificates of health and "character are admissible. They are admitted with a view to pass the "admission examination in December next. They come for three, six, "or nine months, as they wish. They pay at the rate of 24*l.* a year, "and are instructed with the other students.

"Occasionally an acting teacher may be admitted for one, two, or "more months to get a better idea of method and school management. "She would pay at the same rate—24*l.* a year, and would be chiefly an "observer in the practising schools."

The number of children present in the practising schools was 58 in girls' school, and 77 in infants' school.

The infants' school is very satisfactory.

The girls' school requires great care to make it worthy of its position as a practising school for the college.

The committee consisted of Ven. Archdeacon of Bristol; T. O. Stevens and W. Tanner, Esqrs.; Rev. Canons Browne and Coney, Rev. David Cooper, Rev. J. H. Butterworth (treasurer), Rev. W. Smith, Principal.

Medical report appended.

SIR, The College, Fishponds, 18th May 1868.

AT Christmas last Mr. Waddell, the medical officer of this institution, being unable, in consequence of illness and infirmity, to perform his duties, requested me (with the consent of the principal) to act as his substitute. Since that time I have had sole medical charge of the students.

It is my painful duty to report the death of one of the students, Mary Jane Catch, from typhoid fever, evidently contracted at her home in Taunton during the vacation.

The fever commenced a few days after her return, ran its course once to convalescence, and then relapsing, proved fatal. Diligent attention was paid to the purification of everything likely to hold infection, but I regret to say that after an interval of two months a second case has occurred, which is now under treatment, and progressing favourably.

With the exception of these cases of fever, I can report well of the general health of the students. The disorders I have been called upon to remedy have been chiefly such as arise from derangements of digestion, and this I am inclined to think is accounted for by the short time allowed for meals. It is of the utmost importance (specially to those who are using their brains much) that food should be masticated thoroughly, and that a short period of quiet should be indulged in after

a meal. The opportunity for this scarcely occurs with present routine of the house. Before the commencement of another term I shall call the attention of the principal to this subject.

I am, &c.

EDWARD CROSSMAN,
Acting Medical Officer.

To the Rev. Canon Tinling, Her Majesty's
Inspector of Schools.

CHELTENHAM.

Visited 8th September, &c., with Rev. Rice Byrne.

The present house will only be occupied for a short period; new buildings are being erected. The officers continue the same as in 1867, and the work of the college is carried on with energy and care.

The number of students in residence, 55; of whom 23 are in their second year and 32 in their first year.

The practising schools will probably be changed when the new buildings are occupied.

The committee consisted of Revs. Dr. Walker, V. French, G. P. Griffiths, G. W. Chamberlain; Baron de Ferriers; W. C. Bernard, Fenton Hort, Esq., and General McCausland, C.B.

The report as to health is appended.

DEAR SIR, Lakefield, 22nd September 1868.

I AM happy to inform you that the health of the students of St. Mary's Hall has been very good during the past year.

I am, &c.

The Rev. Canon Tinling. WM. CROFTON.

DERBY.

Visited 29th June, &c., with Rev. J. Blandford.

No change has taken place in the officers of this institution.

Buildings good; attention should be given to a portion of the lower part of the house, where marks of dampness have appeared.

The governesses work with energy and zeal, and the conduct of the students is well reported of.

Numbers present, 21 of the first year and 21 of the second year students.

Practising schools satisfactory; 92 girls and 99 infants present.

The committee consisted of Sir Oswald Moseley, Bart., J. T. Morley, Samuel Evans, James Heygate, Esq., Rev. Canon Latham, Rev. F. Anson, and W. F. Wilkinson.

Medical report appended.

REV. SIR, Derby, 1st July 1868.

IT affords me great pleasure to be able to give you a most satisfactory report of the health of the students of the Derby Diocesan Training College for governesses.

The number of invalids during the last six months has been very small, and the cases of a mild character. The course of study through which the students have to pass, though a severe one, does not appear to interfere materially with their physical health. Very few of them have been compelled by sickness to abstain from work, even temporarily, and the greater portion of them have improved in health since they entered the institution.

This satisfactory state of the health of the inmates of the college I attribute in a great measure to the excellent management of the institution generally, and to the judicious care bestowed upon the ventilation and cleanliness of the living rooms and dormitories, combined with a good system of diet and strict attention to out-door exercise.

I am, &c.

AUG. G. GREAVES,
Surgeon.

The Rev. Canon Tinling.

DURHAM.

Visited 24th September, with Rev. C. King.

During the past year the number of students in residence has diminished. The chief reason was stated by me in 1867, viz., that a Normal school had been opened for mistresses in Edinburgh. I am also assured that the number of pupil-teachers in the diocese at this time is very small.

Miss Henderson, trained in the college, has been appointed head governess, and Miss Godson, from the Home and Colonial, second governess.

Miss C. Haugh and Miss S. J. Sutton were appointed at Christmas 1867 to be teachers of the girls' and infants' school.

"The Principal, Rev. W. H. Walter, reports that applications from 11 " private pupils who wished to enter a preparatory class have been " declined during the past 12 months in consequence of the Minute " which deducts 35*l.* for every such student from the sum on which the " college claims 75 per cent."

The practising schools were satisfactory; present, girls' school, 62; infants', 106.

The students are well reported of, and the work throughout is carefully attended to.

The committee who were present included the Very Rev. the Dean, Venerable Archdeacon Prest, R. Burdon and John Shields, Esqrs., and Rev. H. Tristan.

The medical report is appended.

To Her Majesty's Inspector of Female Training Colleges.

26th September 1868.

I certify that the students at the Durham Female Training College have been well in health during the past year, with the exception of Mary Ann Watson, Mary Brotherton, Isabella Wood, and Elizabeth Ditchburn, who have been ailing more or less. I do not, however, consider that they have suffered from their work, and so I trust they will do well. I do not think it necessary to say anything more; I shall be most happy to enter more particularly into the cases if required.

I have, &c.

The Rev. Canon Tinling.

WILLIAM STOKES.

HOME AND COLONIAL.

Visited with the Rev. M. Mitchell on 1st June, &c., and on 23rd Nov., &c.

The following changes have been made during the past year in the officers of this institution:—Rev. W. Gedge, junior chaplain, left 18th May, 1868; Mr. Joseph Hassell, formerly assistant training master, has succeeded Mr. Tegetmeier as teacher of natural history and domestic economy; Miss Howell has been appointed as teacher of needlework.

The buildings remain the same as in 1867. Great care and attention are paid to the teaching power throughout this institution, and no labour or money is spared in obtaining efficiency in this department. I should be glad to see the suggestion made by me in 1866 and 1867 carried out with regard to additional supervision by some educated lady.

The number of students in residence was 65 completing the second year, and 75 in their first year; total, 140.

The practising schools and model schools are very large; 638 children present on 22nd June.

The committee whom we had the pleasure of meeting contained S. Reynolds, J. Martin, R. Wood, — Forbes, F. H. Evans, — Cooper, Esq., and Rev. J. J. Evans, chaplain.

I append the medical report of the health of the students.

The health of the students during the year has been uniformly good. This may be traced—

First, to care in selecting for examination for Queen's scholarships those who are strong and in good health, and have not any hereditary tendency to disease, so far as this can be ascertained.

Secondly, to the excellent dietary and domestic management of the students, and the salutary discipline to which they are subjected, by which causes of disease are guarded against.

Thirdly, to the prompt attention paid to every slight indisposition at its commencement, so as not to suffer it to proceed to serious illness.

The year has been remarkably free from epidemics of all kinds. There were about half a dozen cases of varicella (chicken) pock. They were scarcely attended with any sickness, with one exception, the case of Margaret Rosier, in whom the disease appeared in the very unusual form of *confluent* varicella, so strongly marked that it was difficult to convince those who saw her that it was not a case of confluent small pox. She recovered without an untoward sympton.

The case of T. S. Saville, of weakness in the legs, approaching to paralysis. She is now in the hospital at Winchester, and she reports favourably of her progress towards recovery.

J. Pidduck, M.D.,
Physician to the Schools.

22, Montague Street, W.C.,
8th June, 1868.

LINCOLN.

Visited on 2nd November, &c., with Rev. C. J. Sewell.

No change in the officers of the college during the past year.

It is intended to build four additional dormitories, and to form a new pantry and larder. The alteration is most desirable.

This institution maintains its high character, and the work throughout is earnest and vigorous.

The number of students present:—18 in the second year and 21 in the first year of residence.

The children present in the practising schools were 70 in upper mixed school and 45 in the infant department.

The committee consisted of the Lord Bishop of the diocese, Venerable Archdeacon Trollope, Rev. F. B. Blenkim, R. Garfit, C. Neville, J. N. Barrett, and W. Moss and T. Pecken, Esqrs.

Medical report appended.

Lincoln, 3rd November 1868.

The health of the students at the training school has during the past twelve months been unusually good. The summer and autumn were

marked by a great amount of illness in Lincoln and district, but the inmates of the college remained free from any endemic or epidemic disease. The chief illness we have had to contend with has been neuralgia. The students of the present year are on the whole more robust and healthy than on any former occasion.

SEPTS. LOWE,
Medical Officer.

NORWICH.

Visited 26th October, &c., with Rev. F. Meyrick.

Miss Sparke left at Christmas 1867, and Miss Davies at Midsummer 1868. They have been succeeded by two governesses trained at Lincoln, Miss Harmer and Miss Elwell.

The buildings are arranged as carefully as the space will allow. Two of the governesses and one domestic servant sleep in rooms which are hired in the opposite house.

There is an earnest work for good done in this institution.

The numbers present: 21 in their second year, and 19 in their first year of residence. Total, 40.

Practising schools contain 93 girls and 138 infants.

The committee consisted of Rev. Canon Heaviside, Venerable Archdeacon Hopper, Rev. E. Gurdon, Wm. Ormsby, and C. Davis (chaplain).

The medical report is appended.

REV. AND DEAR SIR, Norwich, October 28th, 1868.

THE general health of the students at the diocesan training institution during the past year has been very good. There has been no more than the usual amount of ailments that would occur in so large a family.

Individually and collectively they always appear to me cheerful, contented, and healthy; nor have I had any reason to believe that health has been prejudiced by their occupations.

I regret that my present illness has prevented me personally waiting upon you to answer any special inquiries that might have occurred to you during your visit.

Believe me, &c.

Rev. — Tinling. WILLIAM H. DAY.

RIPON.

Visited 2nd September, with Rev. G. French and Rev. H. A. Pickard.

The following changes have taken place in this institution since our last visit in 1867:—The third governess, Miss M. H. Yates, has succeeded Miss M. Wall; and Miss M. Atkinson, formerly a student in the college, has been appointed to take charge of the infant school.

The number of students in residence included 35 in the second year, 22 in the first year, two students preparing for admission, and one school teacher who is permitted to enter for two months, payment at the rate of 30*l.* per annum.

The chaplain reports: "Of the three pupils who were not admitted "under Art. 107, two are preparing themselves for the examination "for admission in December, and are receiving the whole of their "instruction in the practising schools from the mistresses of those "schools. Their expenses are paid by their friends. The other pupil "is the mistress of an infants' school, and she is come for the space of "two months to see the working of the infants' school."

Practising schools very satisfactory. Report of the conduct and behaviour of students very good.

The committee who were present consisted of the Lord Bishop of Ripon; Basil T. Wood, Esq., M.P.; Rev. Canon Randolf; Rev. Canon Hedley; Rev. B. D. Owen; Alfred Harris, Esq.; Samuel Wise, Esq.

The report of the medical attendant on the health of the students is appended.

Park Street, Ripon, 29th September 1868.

Since September 28th of last year there has not been in the training college a single case of infectious disease; and during the last six months the cases of sickness have been few, and none so severe as to require removal to the sick ward.

The health of the students during the six preceding months was not so satisfactory, and three of them were removed to the sick ward, but were able to resume their studies after they recovered.

ROBERT M. BOWMAN, Surgeon.

SALISBURY.

Visited on 8th June, &c.

There has been no change in the officers of this institution during the past year.

The work throughout is done with great care and energy; the account given of the students is very satisfactory.

The practising schools are good; 98 girls and 132 infants present.

The number of students in residence, 28 in the second year, 17 in the first year, 2 private pupils, and 4 preparing to enter at Christmas 1868.

Of these private and preparatory students the chaplain states,—

"In regard to the instruction of the above-named students they join the first class in many branches of study; but receive special instruction in arithmetic, &c., suited to the case of each. Those whose periods of training are brief receive facilities to qualify themselves for practical work in teaching in the practising department.

"Private pupils connected with the dioceses of Salisbury and Winchester are taken at the beginning of any quarter, at the rate of 25*l.* a year; 22*l.* for the whole year [January to December]."

The committee present included the Lord Bishop of the Diocese, Rev. Canon Lear, Rev. Prebendaries Morris, Renand, and Eyre, and — Eyre, Esq.

I append the medical report.

MY DEAR SIR, Salisbury, 11th June 1868.

I HAVE the pleasure to report that the general health of the students has been good during the past half year.

One of the students, Emily Sanders, who is at present in the infirmary suffering from neuralgia and anæmia, is in delicate health; but I think that the holidays will restore her strength and enable her to follow her studies as usual. Mary Jane Alone also suffered in a similar way; she had six weeks' leave of absence and returned to the school in good health.

I am, &c.

H.M. Inspector Tinling. G. R. TATUM.

TRURO.

Visited 8th October, &c.

The chaplain, Rev. J. P. Murray, has resigned during the past year; the other officers in the institution remain the same.

The number of students in residence was much below the number for whom accommodation is provided. Total present, 21; of whom 12 are second year students, and 9 are in their first year; there were also 5 preparatory pupils, of whom Mr. Murray states—

"The preparatory class consists of young women preparing for the admission examination at Christmas. They must be members of the Church of England, and able to pass a preliminary examination of a very simple character, so that should they fail to pass the examination for admission they may hope to qualify themselves to take village schools where certificated teachers are not required. They can be admitted for any length of time, and at any time, by prepayment of 5*l.* quarterly, or 10*s.* weekly" &c., &c.

The senior governess, Miss Wilkinson, is indefatigable in her work, but the addition of a preparatory class of pupils whose attainments are not deemed sufficient for a future certificate, must be a drawback to the success of the student.

The practising schools are *not* well attended. Total present at my visit, 51 in mixed school, 51 in infant school; total 102. Great care is needed to make these schools worthy of their position as practising schools for the college.

Direct and active clerical superintendence would be of great service to these schools.

The committee who met me consisted of Dr. Barham, Rev. H. S. Slight, J. R. Cornish, R. Vautier, H. Bullock, E. Carus Wilson, Esq., and C. Daubeny, Esq.

I append the report of the medical attendent respecting the health of the students.

Truro, 6th October 1868.

The amount of sickness at the "Truro Training Institution" from October 1867 to the present time has not been very considerable, nor of a severe character; during this period there has been no fever nor any form of epidemic disorder.

The sickness has consisted principally of casual cases of catarrh, indigestion, and neuralgia, and has been limited to a comparatively small number of students.

Three of the cases (2 catarrh, 1 neuralgia) have been somewhat persistent, and another [Phœbe Beard] was so often ailing and incapable of doing her work, that she was placed at Christmas in the third or lowest class standard of health; she has since left the college.

ALEX. PAULL.

WARRINGTON.

Visited 14th June, with Rev. C. F. Johnstone.

There have been no changes in the officers of this institution since our visit in 1867.

Great sanitary improvements have been made in the buildings, and with much success.

The account of the students is very good. Number in residence, 46 end of second year, and 47 in the first year; also 4 pupils preparing for the admission examination at Christmas 1868. [Rate of payment 25*l.* per annum.]

There is a very earnest steady work for good going on in this institution.

The committee present:—The Very Rev. the Dean of Chester, Ven. Archdeacon Durnford, Rev. F. G. Hopwood, — Cross, Esq., M.P.

I append the report of the health of the students.

June 1868.

The health of the pupils during the past year has been generally good. There has been no epidemic disorder of any kind; the only cases of serious nature were of pulmonary consumption, which declared itself last autumn in two of the pupils, and which terminated fatally after their removal from the institution.

CHAS. WHITE.

WHITELANDS.

Visited 25th May, &c., and 16th Nov., &c., with Rev. J. G. C. Fussell.

The lecturers and governesses remain without any change since our inspection in 1867.

Rev. H. Baber, and Rev. T. Woolledge have both resumed their duties. The general report of the institution is highly satisfactory. Buildings in good repair.

Present in the practising schools 427 children. The number of students 105, of whom 56 are in the first year of residence, and 49 in the second year.

In 1867 I recommended that "an additional governess should be "provided," "in an institution of more than 100 students." I feel that such assistance would be of real benefit to the students, if after mature consideration the council of Whitelands should see fit to adopt the recommendation.

The industrial work is continued without any change.

Each student pays an admission fee of 5*l.*, and provides her own books.

The committee whom we met consisted of Rev. R. Burgees, A. G. W. Blunt, H. Howarth, — Stevens, Esq., and the chaplain, Rev. H. Baber.

The medical report is appended.

Monmouth, 18th Nov., 1868.

In reply to the request in the preceding page, I have to report that the health of the students at Whitelands has been on the whole of quite a satisfactory character. A few instances of failure have, as in other parts, occurred, but in almost all, if not in all of these cases, the previous medical examination had indicated the possibility of such an occurrence.

ROBERT ELLIS.

REPORT, *for the Year* 1868, *by Her Majesty's Inspector,* J. D. MORELL, Esq., LL.D., *on the* NORMAL SCHOOLS *of the* BRITISH AND FOREIGN SCHOOL SOCIETY *in the* BOROUGH ROAD *for* SCHOOLMASTERS, *and at* STOCKWELL *for* SCHOOLMISTRESSES.

MY LORDS,

IN pursuance of my instructions, dated last July, I visited the British and Foreign Normal Schools situated respectively in the Borough Road and Stockwell, during the week commencing Monday, November 2, 1868. I was assisted in this inspection by my colleague, Mr. Brodie, to whose report on the former I shall have subsequently to refer.

BOROUGH ROAD.

Officers of the institution.

Since this year commenced the Borough Road Institution has lost the services of *two* of its principal officers, namely, Mr. Wilks and Mr. Saunders. Mr. Wilks, in addition to his occupying an important place in the management of the college, held also the general secretaryship of the British and Foreign School Society, and greatly aided its operations, as well by his minute personal knowledge of British schools and British teachers throughout the country, as also by his thorough acquaintance with all the details of national education so far as they have been hitherto developed.

Mr. Saunders held the post of resident superintendent, and had been for many years remarkable for the kind and genial, though firm and efficient control which he exercised over the students as domestic head of the household. It is satisfactory to me to add that the services of neither are wholly lost to the institution, but that the one in the east, the other in the west of England is still occupied in furthering the interests of education on the broad religious basis of the British and Foreign School Society.

The duties which devolved upon both of the above-named officers have now been placed in the hands of Mr. Alfred Bourne, a graduate of the London University, who, by the zeal with which he has applied his mind to the multifarious work of his office, approves himself already to be a worthy successor of those whose places he now occupies.

The regular course of instruction remains, as before, in the hands respectively of Mr. Curtis, the principal, Mr. Smith, the vice-principal, and Mr. Barkby, the resident tutor. So frequent a testimony has been borne in past years to the ability and zeal with which these all perform the

several duties devolving upon them that I need only add, at present, that their exertions for the sound instruction of their students continues unabated and quite as effective as ever.

Results of Christmas examinations.

The best test of the efficiency of the teaching regularly carried on in the institution is to be looked for in the results of the ordinary Christmas examinations. These results have been, for the most part, highly satisfactory for several years past. Those of the last December examination have not yet been tabulated (January 7th, 1869), but I may mention one significant fact, that the examiner in returning the last year's papers on Geography has appended a note to the effect that those of the Borough Road are amongst the very best examination papers which it ever fell to his lot to revise.

Reading and recitation.

A principal portion of our present duty in connexion with the annual inspection of training schools is to hear all the students, both of the first and second year, read and recite from memory, and to hear all the latter give a model lesson on some subject previously selected and arranged. This duty in the case of the Borough Road devolved last November on Mr. Brodie, who has furnished me with the following record of his impressions in regard to the manner in which these respective exercises were performed :—

"My few remarks," he writes, "are confined to the results of training as disclosed by the reading and recitation of the students and in the lessons given by them. Of the former, viz., the reading and recitation, I can honestly speak with great satisfaction. The reading struck me as decidedly good throughout; of some few students strikingly good. The pieces chosen for recitation were well selected from good English poets, and were of considerable variety. They were for the most part very well known, and effectively but simply recited. It is very much to be desired that these students, whose minds have now been to some extent furnished with beautiful images and choice expressions, should keep up and add to the store of knowledge acquired, and take pains to inculcate the seeds of poetry into the minds of their future pupils and pupil-teachers. It is lamentable to think how much and how soon they sometimes forget what they have learnt of English poetry while students. The lessons given were of every variety of subject, and generally well arranged, often admirably illustrated. The classes of boys, drawn from the model school, to whom they were addressed, were kept in good order, and their attention well sustained. The criticism lesson, though a fair performance, least satisfied me of all that I heard. The criticism, however, on the lesson afterwards was lively and practical. I believe the students chose by lot who should give the lesson, and some of them doubtless could have done better than the one selected."

Practical teaching.

The proper training of students for the work of elementary teaching must necessarily combine a large amount of systematic practice in the model schools, as well as regular theoretical instruction in the principles and methods of education. The latter is communicated in regular lectures on Pædagogic by the principal. With regard to the practice in the model

school the following report has been handed in to me by Mr. Langton, the head master :—

The following arrangements are adapted here, so that the students may spend a due proportion of their time in the practising schoools, and also to secure adequate superintendence of the students when teaching, and a record of their progress.

1. Students from the Training College enter the practising schools by divisions, and remain a fortnight. These divisions are so arranged as to ensure to the first year students two fortnights of school work every year, and to the second year students one fortnight. The students of the second year, however, are sometimes called upon to take the place of masters of local schools for short periods, and time spent in this manner exempts them from the practising schools for an equal period.

2. Immediately on entering the schools, each student is placed with a section of scholars, and assists the pupil-teacher of that section in all the various portions of his work. In this way the students give collective lessons in the galleries, teach in the drafts and desks, help to make up the registers, and superintend, in turn, the school changes and manual exercises. In all these proceedings they are under the direct inspection of the head master.

3. Each junior student, during his stay in the practising schools, is required to prepare full notes of several collective lessons, and to give those lessons under the observation of the head master.

4. Notes are taken of the attendance, conduct, and of the governing and teaching power of the students, as shown by them while in the practising schools, and from these notes a report concerning each student is drawn up by the head master, and entered into a book which is prepared and kept for that purpose.

5. At the commencement of every year, several specimen lessons are given before the new students by the head master of the practising schools, at which the principal of the College is always present. These lessons are intended to exhibit the most approved methods of teaching.

6. On Tuesday and Friday afternoons, each student in turn gives a collective lesson in presence of the students and the principal of the College. The students afterwards criticise these lessons in the theatre of the College, before the Principal, who afterwards delivers a lecture on school management to the students.

7. On Wednesday mornings, six of the second year students give collective lessons in the practising schools under the observation of the Principal, who takes notes during the progress of the lessons, as to the merits and faults exhibited by the teachers, and gives suitable instructions at the close of the exercise.

J. LANGTON, M.A.,
Head Master of Practising Schools,
British and Foreign School Society.

This process of practical work, under careful revision, supplemented by criticism lessons in the College seems to combine as valuable a method of furnishing technical school instruction to the students as their limited period of training can very well admit of. None who have passed through it with any care and intelligence can at any rate be ignorant either of the fundamental principles of teaching or of the general details of the proper management of an elementary school.

Health. The health of the students has been unusually satisfactory during the past year. The following is the report of the ordinary medical attendant.

40, Newington Causeway, S.E.,
October 31st, 1868.

I HAVE to certify that the health conditions of the students of the Normal College, Borough Road, have from the commencement of the season until now been somewhat better than usual, and that I have not had to attend any case that I consider severe.

(Signed) WILLIAM RENDLE,
Surgeon.

Buildings. No change has been made in the buildings since the last report. I went over the whole of them with the resident superintendent, and everything in regard to order, cleanliness, and ventilation appeared quite unexceptionable. The situation is low, and there are always certain inconveniences in the basement arising from it which are quite unavoidable; but there is nothing, I believe, now materially to affect the health or comfort of the inmates.

The College continues to deserve the reputation for efficiency which it has long enjoyed, and which, it is to be hoped, it will maintain for many years to come.

STOCKWELL.

Officers. This Institution, in common with that of the Borough Road, has also lost the services of Mr. Wilks, to whose exertions its first origination and successful completion were mainly due. He is succeeded in the principalship by Mr. A. Bourne, who divides his labours (as Mr. Wilkes did before him) between this institution and the Borough Road. As the present staff of teachers now in residence at Stockwell have been for some years past accustomed to the whole routine of training, and have carried it on with marked success, the periodical visits and the general superintendence of the principal are deemed quite sufficient to meet all the requirements of the case. The work goes on therefore precisely as it did under Mr. Wilkes' régime.

Buildings. In point of accommodation, and of everything that may be summed up under the term *physical requisites*, the Stockwell institution is much superior to the Borough Road. The latter has grown up from comparatively small beginnings, and received additions and extensions as the oft recurring necessities of the case demanded. The former was erected only a few years back with all the advantages accruing from the experiences of the past. In point of light, air, ventilation, heating, cleanliness, neatness, and general accommodation for all the possible contingencies

of a large domicile adapted to the residence of above one hundred inmates, nothing appears to be wanting; and the whole establishment may be reported to be in perfect order in regard to the superintendence and general management.

The health of the students, during the past year, has been very satisfactory. The following is the report which has been handed in to me by the medical officer. Health.

SIR, 14, Stockwell Common, October 31st, 1868.

I beg leave to inform you that the health of the students at the Stockwell Training College during the last twelve months has been excellent, none but cases of ordinary indisposition having required my attendance.

Yours obediently,
L. WEAVER,
Medical Officer of the College.

During my visit I attended one of the regular lectures given by each of the teachers. The subjects were thoughtfully handed, and the attention of the students well kept up by questioning throughout. The best and surest manner by which I can bear testimony to the efficiency of the teaching is by making reference to the last certificate list of the Christmas examination. Of 53 students then examined for the second year's certificate, 27 stood in the first division, 26 in the second, and *none* either in the third or fourth. And of 50 students examined for the first year's certificate, 12 were classified in the first division, 25 in the second, 13 in the third, and none in the fourth. Teaching.

These results (particularly as regards the second year's students, in the case of whom the full effect of the system of training is more particularly shown,) speak more decisively than any personal testimony based on a few days' observation could do, as to the assiduity and efficiency of the teachers in the work to which they are devoted.

With regard to the arrangements made for the instruction of the students in the practical work of teaching; these consist (as at the Borough Road), in lectures given in the college by the mistress of method, in criticism lessons, and in regular attendance of the students by rotation in the two model schools. School practice.

The following report as to the mode of proceeding in this respect has been handed to me by Miss Steele.

ARRANGEMENTS for the TEACHING of SCHOOL METHOD.

Theory.—There are at present in the college 50 students of the second year and 52 of the first.

To each of these divisions one lecture per week is given on methods of teaching and managing. The students take notes of the lecture, and

afterwards reproduce the substance of it, fairly written out for inspection; the exercise receives from the mistress of method certain marks, according to its accuracy and merit; any gross error is corrected, and the correction entered by the student.

Criticising Lessons.—Both the first and the second year students are subdivided into classes of 25 (or 26). Two students (in the first year), or three (in the second), in turn, give gallery lessons to a class of children from the practising schools, the rest of the class silently criticising and noting their opinions. After the children are dismissed, the mistress calls upon two or three of the students for their criticisms, comparing them with her own, and sums up the character of the lesson.

The notes prepared for these lessons are very carefully examined before the lesson is given, except in the case of the second year students, whose notes are generally not commented on until afterwards, experience showing that they are able to write very fair sketches on commencing their course.

Conversation.—Some time, averaging one hour per week to each class of 25, is spent in a debate or conversational lesson; the subject suggested by some incident in the criticism lesson, some remark in the criticisms, a point in the student's own experience, or a question propounded in the Government examination papers. By this means an attempt is made to benefit the students by the exchange of thought and experience, and the weighing the comparative merits of different plans of management or teaching.

Work in Practising Schools.—Twelve (or 13) students in rotation are drafted for a week into the practising schools. Each student spends nine weeks (one week = 24 hours), in the schools during her two years' residence. Of this time, about two-thirds are given to the girls, and one-third to the infant school. Should any second year student leave temporarily to supply a school, she does not take her next turn in the practising school.

The students' work in these schools is appointed, supervised, and commented on by the mistress of the school (girls' or infants', as the case may be), who also enters in a report book the estimate she forms of each student's teaching and governing power.

The mistress of the infant school has also furnished me with the following report of the plan followed by her in training the students in the special work of infant instruction.

Five students per week are sent into this school for practice from the college.

Second year students for four consecutive weeks (a different set of five each week), followed by first year students for the same time and in the same order.

Each student is appointed by the mistress to a particular section in the school, of which section she has the charge for the *whole* week. The teaching capability, power of control, and manner, of each student are registered in a book kept for the purpose.

Students are in school each morning from 9 till 12, except Monday (10–12), and every afternoon from 2 till 4 o'clock.

Gallery lessons are given by the students and criticised by the teacher, who also gives lessons before the students, some of which they report.

SPECIMEN PAGE of REPORT BOOK.

Name.	Date. Nov. 2nd to 16th.	Discipline.	Conduct.	Teaching Power and Manner.	Estimate.
Miss Brooks -	Ill - -	Very fair -	Good -	This teacher fails in discipline, otherwise her power of imparting instruction and teaching is very fair.	Fair.
Miss Green -	- - -	Good -	Good -	An excellent disciplinarian; teaching power good; manner very pleasant and agreeable; methods good and inductive.	Good.

The judgment to be affixed to the individual reading, recitation, and teaching of the students at Stockwell fell chiefly to my lot, as that of the Borough Road did to Mr. Brodie. Reading, recitation, and teaching.

Of course in a large number of students, exceeding 100, coming, too, from all parts of the country, and brought up under almost every variety of dialectical variation, there must necessarily be a very considerable difference in pronunciation, elocution, and mode of expression; but with a few tolerably well-marked exceptions, the provincialisms have been softened down, and the elocution rendered generally accurate, and in some cases refined. The average mark for reading and recitation stands, I think, fully as high as it has done in former years, and the teaching of the second year students has exhibited fully as much vivacity, arrangement, and tact. The only point I would wish to see amended is the development of somewhat more individuality in the method and matter of teaching. This, however, arises somewhat naturally from the identity of the circumstances under which the lessons are composed, and will in all probability soon correct itself when the college is exchanged for the varied experiences of the school.

In conclusion, I may express my gratification in finding this female department of the British and Foreign training school system in so flourishing a condition and so well answering the purpose for which it was designed.

I have the honour to be, &c.

J. D. MORELL.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, D. R. FEARON, Esq., *on the* NORMAL SCHOOL *for* SCHOOLMASTERS *at* BANGOR.

MY LORDS, Chester, March 1869.

Bangor normal school.

I HAVE the honour to report that I visited the normal school for training schoolmasters in connexion with the British and Foreign School Society, at Bangor in North Wales, during the week commencing 21st September 1868.

Buildings and premises.

The condition of the buildings and premises of this normal school continues to be satisfactory. The buildings are in good and substantial repair, well kept, clean, and well ventilated. There are, however, one or two damp places in the walls, and particularly one in the southern wall of the larger lecture room, which require some attention. I understand that the committee of management are taking steps to remedy this defect.

The buildings are capable of accommodating 41 resident students.

Number of students in residence, and their standing.

At the date of my visit there were 31 students on the books of the normal school, viz., 19 juniors and 12 seniors. Of these I found 29 in residence, one junior student, John H. Jones, being absent on account of a surgical operation which he had undergone during the summer vacation, and one senior student, J. D. Hill, being absent on account of ill health. The junior student subsequently returned and passed the Christmas examination; the senior student did not return in the course of 1868. The number of students is, it will be seen, increased by five since my last report. Of the 19 first year students, 10 had been pupil-teachers, the remaining 9 had not. Of the 12 second year students, 5 had been pupil-teachers, and 7 had not. Thus of the total number (31) of students, 15 had been pupil-teachers, and 16 had not.

The following tables furnish additional particulars respecting these students:—

Table I.—Second Year Students.

List of second year students.

Name.	Class at 2nd Year's Examination.	Class at 1st Year's Examination.	Class at Admission.	Whether a Pupil-teacher.	Came from.	Religious Denomination.	Whether speaking Welsh (only), or English (only), or both Languages from Childhood.
1. Evans, D.	1	1	1	No.	Trefach, Carmarthen.	Baptist	Welsh.
2. Evans, E.	2	3	2	No.	Llanon, Cardigan.	Calv. Methodist	Do.
3. Griffiths, B.	1	2	2	Yes.	Swansea	Independent	Do.
4. Hill, J. D.	abs.	2	2	No.	Towyn	Church of England	English.
5. Howell, W. G.	2	3	2	No.	Dinas Cross, Pembroke.	Baptist	Welsh.
6. Hughes, H.	3	2	2	No.	Tregarth, Bangor.	Calv. Methodist	Do.
7. Jones, R.	2	1	1	Yes.	Bethesda, Carnarvon.	Do.	Do.
8. Lewis, J.	1	1	2	Yes.	Newtown	Do.	English.
9. Lewis, W. D.	1	2	2	Yes.	Rhymney	Independent	Do.
10. Owen, W. W.	2	3	2	No.	Drws-y-coed, Carnarvon.	Do.	Welsh.
11. Prosser, S.	1	1	2	No.	Crickhowell	Calv. Methodist	English.
12. Richards, J. P.	3	3	2	Yes.	Pembroke Dock	Independent	Do.

Table II.—First Year Students.

List of first year students.

Name.	Class at 1st Year's Examination.	Class at Admission Examination.	Whether a Pupil-teacher.	Came from.	Religious Denomination.	Whether speaking Welsh (only), or English (only), or both Languages from Childhood.
1. Cooke, F. W.	2	1	Yes.	Newtown	Congregationalist	English.
2. Gregory, James	1	2	Yes.	Brynmawr	Calv. Methodist	Do.
3. Hughes, Henry	2	1	Yes.	Blaina Llangerniew	Do.	Welsh.
4. Hughes, John	1	1	Yes.	Llangefni	Baptist	Do.
5. Hughes, William	2	1	Yes.	Beaufort, Monmouth	Calv. Methodist	Do.
6. Jones, David	2	2	No.	Newcastle Emlyn	Congregationalist	Do.
7. Jones, John H.	3	2	No.	Caio, Carnarvon	Calv. Methodist	Do.
8. Jones, O. N.	2	2	No.	Talysarn, Carnarvon	Do.	Do.
9. Jones, Richard	2	2	Yes.	Bethesda	Do.	Do.
10. Jones, Thomas	2	2	No.	Trecastell	Do.	Do.
11. Jones, William	2	2	No.	Abercarn	Congregationalist	Do.
12. Lloyd, John	2	2	No.	Rhyd Lewis, Cardigan.	Do.	Do.
13. Lloyd, John H.	2	2	No.	Rhyd Lewis, Cardigan.	Calv. Methodist	Do.
14. Owen, Hugh	3	2	Yes.	Bethesda	Do.	Do.
15. Rowland, D.	2	2	Yes.	Aberdare	Do.	Both.
16. Roberts, John	3	2	Yes.	Llanfair Caereinion	Congregationalist	Welsh.
17. Williams, Hugh	1	2	Yes.	Bangor	Calv. Methodist	Do.
18. Williams, J. T.	2	2	No.	Llanrug, Carnarvon	Do.	Do.
19. Williams, R.	2	2	No.	Bethesda	Do.	Do.

The students pay 3*l.* each as an admission fee. This is the only charge made for the two years' course.

Terms of admission, and form of declaration.

The form of declaration signed by each student who is admitted after the December examination, conformably to Articles 105, 109 of the Revised Code, remains the same as that given in my report for 1867 (page 484). The penalty prescribed by the form has not been enforced against any student during the past year.

List of students admitted at the December examination, 1868.

The following is a list of the students admitted at the examination in December 1868.

TABLE III.

Name.	Class at Admission.	Whether Pupil-teachers.	Came from.
Davies, John	1	No.	Aberystwith.
Davies, R.	2	No.	Tyn-y-gongl, Anglesea.
Evans, D. B.	2	No.	Trecastell.
Griffiths, Wm.	2	No.	Ffestiniog.
Jones, John	2	No.	Penllwyn.
Jones, Morgan	2	Yes.	Waenfawr, B. S.
Owen, Joseph	1	Yes.	Bala, B. S.
Owen, Thomas	1	Yes.	Aberystwith, N. S.
Prosser, Lewis	2	Yes.	Crickhowell, B. S.
Rees, Thomas	2	No.	Newcastle Emlyn.
Scourfield, Wm.	2	No.	Llanelly.
Williams, John	2	No.	Pentyrch.
Williams, Wm.	1	No.	Gatehouse, Bangor.

It will be observed that of the 13 candidates admitted only four, or rather less than one-third, have been pupil-teachers.

The time-table.

The following is a copy of the time-table, showing the employment of each hour in the day, and the distribution of time between the officers of the institution:—

TABLE IV.—GENERAL ROUTINE.

For exceptions, *see* "CLASS TIME TABLE."

Time.	Employment.	Time.	Employment.	Time.	Employment.
7	Roll call.	12 to 1¼	Recreation.	6½ to 8	Class.
7 to 8	Private study.	1¼ to 1⅝	Dinner.	8 to 8¾	Recreation.
8 to 8¼	Prayers.	1⅝ to 2	Recreation.	8¾ to 9	Supper.
8¼ to 8¾	Breakfast.	2 to 5	Class.	9 to 9¼	Prayers.
8¾ to 9	Dressing for the day.	5 to 5½	Tea.	9¼ to 10½	Private study.
9 to 12	Class.	5½ to 6½	Recreation.	10½	Retire.

TIME TABLE, 1868.

The letter P. stands for "Principal," V.P. for "Vice-Principal," T. for "Tutor," D.M. for "Drawing Master," and M.P. for "Master of Practising School."

Day.	Hour.	Teacher.	2nd Year Class.	Teacher.	1st Year Class.
Monday.	7–8	T.	Algebra	- - -	Private study.
	9–10½	V.P.	Grammar	T.	Arithmetic.
	10½–10¾	„	Reading	„	Writing.
	10¾	T.	Algebra	V.P.	Grammar.
	11¼–12	„	Writing	„	Reading.
	2	V.P.	Reading	T.	Economy.
	3	„	Composition	„	Writing.
	3¼	T.	Writing	V.P.	Composition.
	4	„	Astronomy	„	Reading.
	6½–8	„	Music	T.	Music.
Tuesday.	7–8	- - -	Private study	„	Mental arithmetic.
	9–10	V.P.	History	„	Euclid.
	10	T.	Euclid	V.P.	History.
	11–12	P.	Bible lesson	P.	Bible lesson.
	2–2¾	V.P.	Criticism lessons	T.	Writing } or Ex.
	2¾	„	„ „	„	Economy }
	3½–5	„	„ „	„	Algebra
	6½–8	M.P.	Revised Code and registers.	- - -	Private study.
Wednesday.	7–8	V.P.	Reading	V.P.	Reading.
	9–10¼	„	School management	T.	Arithmetic.
	10¼	„	Reading	„	Writing.
	10½	T.	Arithmetic	V.P.	School management.
	11¾	„	Writing	„	Reading.
	2	- - -	Half holiday	- - -	Half holiday.
	6½–8	- - -	Private study	- - -	Private study.
Thursday.	7–8	- - -	Private study	T.	Mental arithmetic.
	9–10	V.P.	Grammar	„	Euclid.
	10	T.	Euclid	V.P.	Grammar.
	11	P.	Bible lesson	P.	Bible lesson.
	2	T.	Writing	V.P.	Criticism.
	2½	„	Economy	- - -	Lessons.
	3½–5	„	Mathematics	- - -	„
	6½–8	D.M.	Drawing	D.M.	Drawing.
Friday.	7–8	T.	Algebra	V.P.	Reading.
	9–10¼	V.P.	History	T.	Arithmetic.
	10¼	„	Reading	„	Writing.
	10¾	T.	Algebra	V.P.	History.
	11¾	„	Writing	„	Reading.
	2–3	„	Music	„	Reading and composition.
	3–4	V.P.	Reading and composition.	T.	Music.
	4–5	P.	Bible lesson	P.	Bible lesson.
	6½–8	D.M.	Drawing	D.M.	Drawing.
Saturday.	7–8	V.P.	Repetition	V.P.	Repetition.
	9–10½	T.	Economy and essays	„	Latin.
	10½	V.P.	Geography	T.	Economy.
	6½	- - -	Private study	V.P.	Geography.

The officers of the institution, at the date of my visit, were,— The staff.

Office.	Name.	Degree, &c.
1. Principal	Rev. D. Rowlands	M.A., Edinburgh.
2. Vice-Principal	Mr. John Price	Certificated.
3. Tutor	Mr. John Thomas	B.A., London, certificated.
4. Drawing master	Mr. J. C. Rowlands.	——
5. Head Master of the Practising School.	Mr. Thos. M. Williams	Certificated.
6. Matron	Miss Grace Roberts.	——

Duties of the principal.

Mr. Rowlands was appointed principal on December 3rd, 1867, in succession to the late Rev. John Phillips. He undertakes the general supervision of the institution, the correspondence, and the religious instruction of the students.

Duties of the vice-principal and tutor,

The whole of the secular instruction, and all that relates to the preparation of the students for their examinations and their work as teachers in elementary schools, with the exception of their superintendence when teaching in the practising school, is undertaken by the vice-principal and the tutor, who divide between them the subjects required in the course as follows:—

and division of work between them.

Mr. Price undertakes grammar, history, school management, criticism lessons, geography, reading, repetition, composition, Latin, and dictation.

Mr. Thomas undertakes arithmetic, algebra, geometry, economy, music, writing, mathematical geography, and mental arithmetic.

Duties and salary of the vice-principal.

The following table shows the arrangement of time given by the vice-principal to the different subjects which he takes during the week:—

TABLE V.

Subjects.	No. of Lectures in the Week.	Time given to each Lecture.	Total Time given to each Subject during the Week.
		Hours.	Hours.
Grammar	4	$1\frac{1}{4}$	5
History	4 (2, 2)	$1\frac{1}{4}$, 1	$4\frac{1}{2}$
School management	2	$1\frac{1}{2}$	3
Criticism lessons	2	3	6
Geography	2	$1\frac{1}{2}$	3
Reading	11 (4, 2, 5)	1, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{2}$	$6\frac{1}{4}$
Composition	4	$\frac{1}{2}$	2
Latin	1	$1\frac{1}{2}$	$1\frac{1}{2}$
Repetition	1	1	1

So that the total time occupied by the vice-principal in teaching during the week of six days is 32 hours, an average of rather more than five hours a day.

Mr. Price lectured in my presence on history to the 2nd year students, and on dictation, as a branch of school management, to the first year students. The historical section taken by the second year students of this normal school is that which is numbered IV. in the syllabus, A.D.

1603–1660. On the occasion of my visit a difficult part of this period happened to form the subject of the lecture, that, namely, from 1646–1649. Also, owing to the fact that my visit was made about six weeks earlier than on the two last occasions, the students were not generally so far advanced in their reading, and were therefore not quite so well prepared to benefit by the lecture. Notwithstanding these difficulties, the lecture was very satisfactory. Mr. Price took care to question carefully on the back work, and to secure the ground as he proceeded. A good deal of work was got through, and the lecture was very fluent, clear, and sensible, illustrated in a graphic, lively, and interesting manner. The lecture to the first year students was very practical, and showed careful and judicious thought.

I beg to repeat the opinion which I expressed in my reports for 1866 and 1867 of Mr. Price's decided ability as a teacher. His salary is 190*l.*, with rooms in the normal school, but not board.

Duties and salary of the tutor.

The following is the arrangement of time given by the tutor to the different subjects which he takes during the week.

TABLE VI.

Subjects.	No. of Lectures in the Week.	Time given to each Lecture.	Total Time given to each Subject during the Week.
		Hours.	Hours.
Arithmetic	4	1¼	5
Mental arithmetic	2	½	1
Algebra	1	1½	5½
	2	1¼	
	2	1	
Geometry	4	1	4
Music	1	1½	3½
	2	1	
Economy	2	1½	6
	3	1	
Writing	6	¼	3½
	4	½	
Mathematical geography	1	1	1

So that the total time occupied by the tutor in teaching during the week of six days is about 30 hours, an average of about five hours a day.

Mr. Thomas lectured in my presence on algebra to the second year students, and on economy and music to the first year students. These lectures were all well given, and appeared to be very effective. I beg to repeat the opinion expressed in my reports for 1866 and 1867, that Mr.

Thomas is a sound, painstaking, and very efficient teacher. The students evidently respect him, and value his earnest efforts to improve them. His salary is 120*l.*, with board and rooms in the institution.

Results of the Christmas examination.

Since the date of my visit the Christmas examination (December 1868) has tested the value of the conclusions which I had formed, and have expressed above, respecting the efficiency as teachers of the vice-principal and the tutor; and I am glad to find that the results of this examination corroborate these conclusions. There were no *failures* among any of the students, either of the first or second year; neither did any student of either year fall into the *fourth division*. Of the 19 first year students presented for examination, 15·79 per cent. were placed in the first division, 68·42 per cent. in the second division, and 15·79 in the third division. Comparing this result with that obtained in the examination by the first year students in all the other normal schools for masters in England and Wales, I find that, as regards the per-centage of students in the first class, Bangor stands only about half way up the list. There are seven normal schools which have a greater per-centage of their first year students in the first class, and there are nine which have a less per-centage in the first class. On the other hand, Bangor has a large proportion of its first year students in the second class, and a small one in the third, there being only 4 out of the 17 normal schools which have a less per-centage of their first year students in the third class. Compared with the other two normal schools in Wales, Bangor, though it has not such a high per-centage in the first class as the normal school at Carnarvon, has a very much higher per-centage in the first two classes; and the whole result at Bangor is very much better than that at the normal school at Carmarthen. So that, on the whole, though the result of the examination of the first year students is not, this year, brilliant at Bangor normal school, it is sufficiently satisfactory to justify confidence in the teaching. It should be remarked that there is on this occasion a very small proportion of Englishmen among these first year students (see Table II.).

Of the 11 second year students presented for examination, 45·46 per cent. were placed in the first division, 36·36 in the second division, and 18·18 in the third division. Comparing this result with that obtained in the examination by the second year students in all the other normal schools for masters in England and Wales, I find that Bangor has a far higher per-centage of second year students placed

in the first class than any other of the 17 normal schools. The normal school which comes next to Bangor in this respect is that of Cheltenham, which has 28 per cent. in the first class. But there is no other normal school which has half so many per cent. in the first class as Bangor; while, compared with the two other Welsh normal schools, at Carnarvon and Carmarthen, Bangor has a very marked superiority, presenting in the first class more than thrice as many per cent. as Carnarvon, and more than five times as many per cent. as Carmarthen. There is also a very good proportion of the second year students at Bangor in the second class, and a very small one in the third. So that the result of the examination of the second year students at Bangor may this year be pronounced decidedly brilliant, and most creditable to them and their teachers. A list of the second year students is given in Table I.

As regards the several subjects of the examination, the students of the first year did very well in arithmetic and spelling; well in grammar, school management, penmanship, economy, and music; badly in mental arithmetic, composition, and geography. The students of the second year did very well in reading, spelling, penmanship, economy, and music; well in composition and school management; badly in mental arithmetic and history.

This is now the third consecutive year in which I have to report that the second year students did badly in *history*. The result of their examination is, on the whole, so excellent that I am unwilling to dwell on their deficiencies in this one subject. But as I have watched this part of their examination rather closely this year, and as I have implied in a former report (Blue Book for 1866–7) that the failure in history probably arose from a deficiency of the power of composition, it may be well to say a few words on the subject.

A reference to Table III. will show that the mother-tongue of four out of the 11 second year students who passed the examination was English. In their history papers there was a perceptible difference between the composition of those four and the remaining seven students. Mistakes due to the confusion of words somewhat similar in sound, such as the use of "artists" for "artisans," "malignant" for "indignant," and mistakes arising from an imperfect knowledge of the English idiom, such as "recourse was frequently "made to raise money," and other mistakes such as could hardly be made by one whose native language is English, but which are natural enough in Welshmen, were, of course, not uncommon in the papers of the seven. But

the inferiority of these history papers was not in the main due either to ignorance of the English language or want of ability to express thought or acquire knowledge upon paper. It was due to three principal causes, which I commend to the attention of the vice-principal and the present students. *First,* the principal facts, such as they are to be found in any of the text-books named in the syllabus, though well mastered by two or three of the students, were not well mastered by the rest. The answers to such questions as the third, fifth, and eighth, though they seldom showed any gross blunders, were too sketchy, wanting in fulness and in thoroughness. *Secondly,* most of these students committed the mistake of trying to do too much. Either because their knowlege was not thorough, or from an error in judgment, they often tried to answer a little of every question instead of working out a less number thoroughly. *Thirdly,* their attention seemed to have been exclusively confined to the political and martial facts of the period. None, even of the best of them, showed any knowledge of the literature or of the non-political biography of any of the distinguished men of the period. The question worst answered was the fourth, in which was demanded some account of John Milton, George Herbert, Edward Earl of Clarendon, and Inigo Jones. The second question, in which a life of Lord Bacon, Admiral Blake, or Archbishop Laud was required, and the seventh, in which a character of Oliver Cromwell was required, were also badly answered, partly from defects in composition, but mainly from want of information. I partly attribute this want of information on literary and other non-political topics of the historical period which they read to the fact that the students have no access to a tolerably well-furnished library. It is impossible for a lecturer to give, in the short time at his disposal, an outline of all the biographies and other social topics of interest connected with the period; and even if he could, such a method would be far less satisfactory than the method of directing the attention of the students to these topics and encouraging them to read them up for themselves. But at present the library of this normal school is so badly supplied that, in fact, it does not even contain a tolerable biographical dictionary. Now I am anxious that the committee should notice what is the effect of this upon the students. A student is reading the Stuart period in "the Students' Hume." He has perhaps previously heard something, however vaguely, of Milton, Locke, Hobbes, Vandyke, Cibber, and Wren; and, as he reads, he finds with interest that these and other great men lived and

wrought in this period. He also finds that they are all dismissed in the Students' Hume in about twenty words of the scantiest notice. If he had then at hand a good biographical dictionary he would probably turn to some at least of those names, and enlarge his knowledge beyond the beggarly record of "leading facts" contained in his text-book; and what is more important still, he might acquire the habit of thirsting after knowledge, and of endeavouring to supply his deficiencies by every possible means and on every possible occasion, which would be a powerful antidote to the conceit, idleness, and other worse habits of mind and body to which the schoolmasters in a backward and mountainous country like Wales are so much tempted. At present, however, if any student does feel a desire to know something more of the great names which flit like εἴδωλα καμόντων before his eyes when preparing for his lectures, the means are not at hand to gratify this desire, it passes quickly away, and the very habit of feeling such a desire is perhaps extinguished.

The practising school: change of head master.

Since my last report there has been a change in the head mastership of the practising school. On the 4th September 1868 Mr. Hugh Jones ceased to be head master, and on the 7th of September his successor, Mr. Thomas Marchant Williams, took charge of the school. I regret to say that the latter part of Mr. Jones' mastership has not justified the forbearance which I extended to him in my report of last year, or the great trouble which I took to instruct him and help him to improve in the discharge of his duties as master of the practising school. I found, when I visited the normal school in September last, that the practising records (mentioned on pages 567–8 of my last report) had not been kept at all, or had been so kept as to be quite worthless, and that Mr. Jones had carried out scarcely any of the practical suggestions which I made to him respecting these and other portions of his duty.

Unsatisfactory condition of the practising school under the late master.

There were abundant signs, also, that the superintendence of the students when teaching in the practising school had not been effectively carried out. The lessons given by the second year students, though very satisfactory so far as their construction and delivery are concerned, showed want of practical experience such as ought to be gained in the practising school; want of knowledge of the range of attainments in the highest class; want of personal acquaintance with the boys, their names, their characters, &c. For instance, two very significant facts occurred. (1.) That several students of the second year presented to me notes of lessons which on inquiry I found could not be delivered to the first class because

they were decidedly beyond their range of attainments, *e.g.*, one student prepared a lesson on division of fractions, whereas the majority of the class knew nothing of fractions at all; and the same was the case with a grammar lesson. I do not say that these lessons *ought* to have been beyond the capacity of the first class in the practising school of this training college; but, as a matter of fact, they were; and it was abundantly clear that the students did not practically know the boys' powers; yet Mr. Hugh Jones ceased to have charge of the school only 17 days before my visit. (2.) That no notes were offered of lessons within the range of the standards defined in Article 48 of the Revised Code.

The log book also of the practising school was very badly kept during the latter part of Mr. Jones' mastership. It could in no respect be regarded as a model for the students, being defective in matter, arrangement, spelling, and composition.

It also showed that the pupil-teachers had been of late very troublesome, neglectful of their duties, and generally unsatisfactory.

The committee of the normal school is of course, to a certain degree, responsible for having allowed the Garth school to continue so long in such an unsatisfactory condition, as to government and management, as was discovered by me on the occasion of my first visit to this normal school, and fully reported then by me to your Lordships. And they are also partly responsible for the inefficiency of the practising school, because they have not hitherto carried out the suggestion made by Mr. Scoltock and me to appoint an assistant master in the Garth school. I am happy now (March 1869) to be able to report that this unsatisfactory state of things is at an end, and that with a new principal of the normal school, and a new committee of managers and new head master for the practising school, great improvement may be expected.

Prospects of improvement in the practising school.

The new master of the practising school is very vigorous, and evidently most anxious to discharge his important and responsible duties with efficiency. The school is already, in six months, very decidedly improved in all respects since his appointment; and an examination, which I have just heard him conduct into the results of his six months' teaching of the first class in geography, is by far the best performance I have ever heard in this school. I have gathered too from several of the present second year students that they now begin, for the first time, not to dislike the duty of taking their turn in the practising school. It has always been a bad sign that the students should so much dislike this part

of their training, and I really believe that it will in future be made really pleasant and useful to them. Altogether, though a report on Mr. Williams as master of the practising school should be reserved until next year, when he will have had time and opportunity for showing what he can do in his new position, I may say already that appearances are most promising for the future.

Necessity of providing a certificated assistant master for the practising school.

Owing to the depressed condition into which the finances of the normal school—which, as I showed in my report for 1866, depend largely on collections made through the efforts of the principal in chapels and at educational and religious meetings in Wales and Liverpool—had fallen, partly through the death of the late principal and the subsequent vacancy in his office, the committee has not hitherto been able to appoint a certificated assistant master in the practising school. Mr. Hugh O. Hughes, late a pupil-teacher in the school, has been appointed for the present to this post, and I think this is perhaps, under the circumstances, the best arrangement that could be made. The finances of the institution are now, however, much improved, and this improvement seems likely to continue, so that I think after next Christmas, when it will not be difficult to obtain a certificated teacher, the committee may well be required to provide one as assistant to Mr. Williams, and if I have the honour to report upon this normal school next March, I shall expect to find that this has been done.

Health of the students: report of the medical officer.

The following is a copy of the report addressed to me by the medical officer of the normal school:—

DEAR SIR, Bangor, September 23, 1868.

THERE has been no serious illness in the Bangor normal college from November 1867 up to this date.

It has been the healthiest year that has passed since the foundation of the college.

Yours truly,
HY. ELLIS,
Medical Officer.

D. R. Fearon, Esq.,
H.M. Inspector.

Importance of watching the careers of the students after their departure from the normal school.

I do not intend on this occasion to report upon the results of the training given in this normal school as seen in the practical success of the students in their career as teachers of elementary schools, because I treated of this important subject so recently as in my last report, and gave a table fully illustrating the question. I intend, however, to continue to watch this question carefully, and to resume the consideration of it in any report on this normal school which I may hereafter have the honour to present to your Lordships. A considerable part of Wales which has hitherto been in my district has now been removed from my charge

to that of one of my colleagues, Mr. Williams. But I am happy to say that Mr. Williams has most kindly promised to co-operate with me in this important work of verifying the results of training in this institution by observation of the future career of the students, and that he will supply me with information respecting the Bangor students in that part of Wales which is within his district.

I have the honour to be, &c.

D. R. FEARON.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, MATTHEW ARNOLD, Esq., *on the* WESLEYAN NORMAL SCHOOLS, WESTMINSTER.

MY LORDS, April 1869.

IN company with my colleague Mr. Oakeley, I, in October last, inspected the Training College of the Wesleyan Education Committee in Westminster.

Mr. Scott, the late principal, died in January of last year; from that date till the meeting of the Wesleyan Conference in August the duties of principal were discharged by the Rev. Wm. Shaw; in August Dr. Rigg was appointed, and is now principal.

The late principal, the Rev. John Scott.

Mr. Scott's death was noticed, and a warm testimony borne to his merits, by my colleague Mr. Bowstead, who inspected this training school last year. But as the inspector of the district in which this institution with its practising schools is placed, having had to visit its practising schools ever since they were first opened, and having been thus brought more than any other inspector into contact with Mr. Scott, I may be allowed to add, on this the first occasion which offers itself to me, one word to what has been so well said by Mr. Bowstead. Mr. Scott's sagacity and skill in the management of affairs were, in my opinion, of such an order that they would have secured to him distinction and success in any sphere. They were invaluable to this institution and to the whole Wesleyan school system. But the spirit of mildness in which his sagacity worked, and which gave it its character, is what I, who saw Mr. Scott in times when the relations of the educational bodies with Government were far more delicate and difficult than at present, was most struck with, and have most pleasure now in remembering. Certainly this spirit of mildness has belonged in good measure to Methodism, and Mr. Scott, who was so deeply attached to Methodism, would have been glad at my saying that while his sagacity was his own, the mild spirit which governed his sagacity came to him in a great degree from Methodism. He and his friend Mr. Taylor, the Secretary to the Wesleyan Education Committee, who died not very long before him, never once, that I can recollect, during my long official connexion with them, failed in any instance which came under my notice to show this spirit. It contributed as much as their judgment and industry to the success which attended their judgment and industry; and in me, who so long had to deal with them officially, it has left not only a feeling of

the public value of their skilful administration, but a feeling also of affectionate regard for them, and of personal regret for their loss.

Teaching staff of the college.

In the teaching staff of the college there is no change to report. Of the teachers who compose it and of their teaching, as also of the teachers and teaching in the practising schools, I have frequently expressed my opinion. Mr. Oakeley and I heard lessons given by all of them; I had not previously heard Mr. Bailey, for several years master of the practising school for infants, lecture to the students preparing to be schoolmistresses. I was much struck with the interesting and practical line he gave to his lecture.

Students. Formation of a preparatory class.

We found 132 students of the two sexes in residence. The training college, therefore, is practically full. This, however, is owing to a judicious measure adopted by Dr. Rigg, and now for the first time seen in operation here. If all the candidates of 1867 had been admitted the college would have been but barely full; as it was, the rejection of ill-qualified candidates left the college at the beginning of 1868 with 117 students only. When Dr. Rigg became principal, he caused it to be made known that he had room in the college, and that he wished suitable candidates, members of the Wesleyan body, to communicate with him at once. The result is that at the beginning of October a preparatory class of 25 young persons of both sexes was established, to be boarded and lodged in the college, and to receive two months' preliminary instruction to qualify them for the admission examination at Christmas. They paid an entrance fee of 4*l.* each, so that they are in part maintained at their own cost. The chief reason for forming this new class was the prospect of there not being enough candidates for admission at Christmas from among the pupil-teachers of Wesleyan schools. There were 77 vacancies at Christmas, and by means of the preparatory class the training college authorities were enabled to present 111 candidates for admission, instead of only 70 candidates as in 1867. In this respect, therefore, the course taken has answered, but its expediency rests on other grounds also. There are many young persons with a vocation for teaching besides those who have been led to become pupil-teachers, and the Wesleyans have in their missions so varied a field, that to secure a good body of teachers with variety in their early life and training, and not all cast in the uniform mould of pupil-teachers, is of advantage to them.

Medical report. Change in dietary.

The medical report on the health of the students is favourable; but it notices a want of tone and vitality amongst them during the first half of last year; a want which partly, no

doubt, was due to the great heat of the season. However, in the middle of the year the Wesleyan Education Committee introduced a change in the dietary, allowing the students, who previously had had only bread and butter and water for supper, to have, if they liked, cheese instead of butter, and either beer or milk instead of water. Fermented liquors of all kinds had up to that time been quite excluded from the students' dietary. The medical officer reports a very marked improvement in the general health of the students during the half year which has elapsed since the change.

Results of recent examination; first-year students in training to be masters.

Comparing the results of the recent examination with those of the preceding one, I ought to say, first, that the inspector who looked over the geography papers of first-year students in training to be masters desired to give record to his high satisfaction at the manner in which these papers were worked, both here and at the Borough Road. He might well do so, for no student obtained a mark lower than *fair* in this subject, and nearly 55 per cent. obtained the mark of *excellent* or *good*. Last year no first-year student at Westminster was marked *excellent* or *good* in this subject, and only 46·66 per cent. were marked *fair*. Other important subjects in which first-year students in training to be masters have done better than last year are grammar, composition, and history. In grammar nearly 84 per cent. are marked either *fair*, *good*, or *excellent* this time, while barely 50 per cent. reached these marks last time. In composition nearly 97 per cent. reached them this time; less than 77 per cent. reached them last. In history over 90 per cent. reached them this time; under 57 per cent. last. The important subject in which there is a falling off this time is Euclid. In 1867, 23·33 per cent. were marked *good* or *excellent*, 66·66 per cent *fair*; this last Christmas there are none marked *good* or *excellent*, and only 67·74 per cent. marked *fair*.

Second-year students in training to be masters.

The second-year students in training to be masters balance by their ill success in geography the good success of the first-year students. Less than 29 per cent. of them reach even the mark of *fair*; in 1867 more than 77 per cent. reached *fair*, and more than 14 per cent. *good* or *excellent*. In history the success is about what it was last time, and by no means brilliant. In grammar and composition there is an improvement this time, although the performance was in 1867 creditable. In Euclid the performance was not particularly good in 1867, less than 55 per cent. reaching even the mark of *fair*; but at the recent examination not even this moderate standard was nearly reached. In arithmetic there is a much greater decline, for in this subject more than 80 per cent. were in 1867 marked *fair*, *good*, or *excellent*; in 1868 only

50 per cent. Altogether the second-year students of this division appear not to have done by any means so well in the examination as the first-year students.

Results of recent examination; first-year students in training to be schoolmistresses.

Turning now to the students in training to be schoolmistresses, I find that the first-year students of this division by no means equal in geography the excellent performance of the corresponding students of the other sex. Less than 30½ per cent. reach even the mark of *fair;* last year they did better, though not well. In history the failure is grievous, not 5 per cent. reach even *fair;* whereas in 1867 nearly 38 per cent. reached it. In grammar and composition the performance is also inferior; nearly 80 per cent. were in 1867 marked *fair, good,* or *excellent* in grammar; in 1868 not 31 per cent. reach even *fair.* Against 72 per cent. marked *fair, good,* or *excellent* in composition in 1867, 1868 has only to show 43 per cent. marked *fair.* In arithmetic, however, there is a signal improvement this time. Only 47 per cent. reached any of the higher marks in 1867; in 1868 nearly 48 per cent. were marked *good* or *excellent,* and the same number were marked *fair.*

Second-year students.

The second-year students also of this division do very well in arithmetic, though not so pre-eminently well as their fellows of the first year. In geography they do as well as the corresponding students of the other sex do ill. In history they do creditably, and in this branch also far eclipse the second-year students of the other sex. In composition they do well, in grammar very well; contrasting most favourably in these branches with their fellows of the first year. In arithmetic and geography they considerably surpass the last performance of the second-year students of their own sex; in history, grammar, and composition they fall somewhat below it. The needlework of the whole division is, as it was in 1867, good. The important exercise of reading and recitation, which has on the whole steadily improved from the commencement, continues very good among the students of both sexes.

General remarks on studies. Grammar and composition papers.

One or two general remarks on the studies and examinations of training schools I will make in conclusion. I have for many years been accustomed to look over the grammar and composition papers of students of the second year, and I am convinced that the questions are far too numerous. After all, the main object of a grammar paper is to ascertain whether the examinee can analyse and parse a sentence correctly; above all, whether he can parse it correctly. At present, from the number of questions, this pre-eminent importance of the parsing exercise is not sufficiently brought home to the examinee's mind. I constantly meet with papers in

which the analysing exercise has not been touched at all, and the parsing exercise huddled up into a corner, in order that the candidate may cover his space with long answers to less essential but more attractive questions, and with three or four paraphrases, all of them indifferent. I should be glad to see the grammar and composition paper restricted in some such way as the following: The composition exercise might be left as it is; as to the rest of the paper, there being as at present two text-books between which the examinee has his option, I should be glad to see the paper reduced to two sections, and two only. Each candidate should confine himself to one section, the one which relates to the text-book he has studied; and this section should contain one passage for paraphrase, one passage for analysis, one passage for parsing, one question as to the meaning of words and allusions in these three passages, and one as to the contents or literary history of the work selected as the text-book. I would have the section contain nothing more, and within these limits a good candidate could show his superiority every bit as well as at present, while a bad candidate would have less facility and less temptation to try and disguise under a multitude of words his inaccuracy and ignorance.

Want of all instruction in universal history and the history of religion. Universal history.

I have often remarked how the great failure in both our elementary and our normal school teaching is the failure to awaken in those who are taught any real intellectual life and interest by means of the instruction they receive; and yet to awaken this is the really humanizing and civilizing part of the work of instruction. I cannot but think that this lack of life and interest is in part due to the over-mechanical character of our training school instruction, and that there are two points in which training schools for British and Wesleyan teachers might with advantage study the example set them by training schools in Germany. One point is the teaching of universal history; the other point is the religious teaching, so far at this is historical rather than dogmatical. The apprehension of what is called "the religious difficulty," and the desire to exclude from this instruction all that might give rise to it, has needlessly, in my opinion, limited and impoverished our training school course. Perhaps there is nothing so animating, nothing so likely to awaken a man's interest and to stimulate him to active research on definite points, than the broad views over the history of our race and its general course and connexion which universal history gives. With all its faults, and though it is written, of course, from a Roman Catholic point of view, I know few books more stimulating than Bossuet's Universal History; there are in use in Germany other manuals of

universal history by Protestants, some of which have great merit, and one of them, Weber's, is, I think, translated into English. The use of some text-book of universal history, in connexion with the detailed teaching of certain parts of history, prevails everywhere in German places of instruction; in places of instruction for adults it is above all insisted on. This is because the Germans conceive instruction so much more systematically than we do; and they make instruction so much more penetrating and interesting than we do, just because they conceive it more systematically.

Religious instruction in English training schools; narrow conception of it,

None of our training schools, I believe, teach universal history. Religious instruction, in so far as it connects itself with universal history and shares the significance and interest proper to this study, is almost equally neglected by them. I speak of it as a regular part of the training school course, tested by the Christmas examination. The papers set for the Church of England training schools sufficiently show that these schools have little conception of a general and historical religious instruction of this kind, as distinguished from particular and dogmatic religious instruction. In training schools for British and Wesleyan teachers, no religious instruction at all comes into our Christmas examination; and though I know that the Wesleyan Education Committee examine their students in religious knowledge, yet this by no means gives what is wanted, a view of religion in its historical aspect and connexion, and a systematic acquaintance with its documents. In German training schools, whether Catholic or Evangelical, to give this view and acquaintance is always attempted. At Küssnacht, the training school of the Protestant canton of Zurich, students of the first year have, as a part of their regular course, three hours a week occupied with the history of the Hebrew people and the reading of the Old Testament; second-year students, three hours a week occupied with the life of Christ and the reading of the New Testament; third-year students, the same time with the study of the relation between the Old and New Testament, the rise and development of Christianity, and Church history. In training schools in Germany this course is sometimes carried yet further, and embraces the history of all the leading systems of religion and philosophy which have appeared in the world. No doubt, this is much to attempt; but we do not enough consider how the mind is stimulated by having a great design of this sort even presented to it, and what it gains by being lifted out of the dulness which attaches to all mere cramming with what is called "useful knowledge." The same is to be said on behalf of giving to religious instruction

and in English elementary schools also.

a substantive place in the work-plan of elementary schools; chords of power are touched by this instruction which no other part of the instruction in a popular school reaches, and chords several and various, not the single religious chord only. In all German schools a catechism, either Protestant or Catholic, is learnt. The enemies of catechisms have perhaps never considered how a catechism is for the child in an elementary school his only contact with metaphysics; it is possible to have too much metaphysics, but some contact with them is to every active mind suggestive and valuable. The Bible, again, is for the child in an elementary school almost his only contact with poetry and philosophy. In British and Wesleyan schools the Bible teaching does not come under inspection; what there is of it, the Wesleyan gallery lessons, for instance, on Ananias and Sapphira and the Prodigal Son, has a directly moral and religious design; but neither in these schools nor, I believe, in Church of England schools, is anything like the use made of the Bible, considered simply as an instrument of education, which might be made of it, and which is made of it in Germany. What I saw in Germany struck me the more because it exactly corresponds with the sort of use of the Bible in education which was approved and followed by my father. Even in the lowest classes the children in a German Protestant school begin learning verses of the Psalms by heart, and by the time a scholar reaches the top of the school he knows by heart a number of the finest passages from the Psalms and from the prophetical and historical books of the Old Testament, and nearly all the principal Gospel discourses and parables of the New. These have become a part of the stock of his mind, and he has them for life. What a course of eloquence and poetry (to call it by that name alone) is this in a school which has and can have but little eloquence and poetry! and how much do our elementary schools lose by not having such a course as part of their school programme! This at least, one would think, might be effected and inspected in all Protestant schools without occasioning any "religious difficulty;" and all who value the Bible may rest convinced that thus to know and possess the Bible is a most sure way to extend the power and efficacy of the Bible.

Contrast offered by German schools.

The denomination of Evangelical, which I have mentioned in my report on the Homerton Training College, is a real wide bond of union just so far as it implies a belief in this permanent value of the Bible itself, and of the knowledge of the Bible. *Evangelisch* in Germany means simply the man who goes to the New Testament, and to the Old Testament

The denomination "Evangelical."

as seen and applied from the point of view under which the New Testament teaches us to see and apply it, for his religion, in contradistinction to the man who goes to any other authority for it,—the authority of the Church, of tradition, of the Pope. Undoubtedly it is in this sense that schools, not Roman Catholic or Jewish, should adopt the denomination *Evangelical*, and it is in this sense alone that the State in its relations with schools should consent to employ the term. It happens that an important and, in many respects, admirable section of the English Church, believing that a certain scheme of doctrine which it has gathered from the Bible represents the essence of the Bible, has taken to itself this denomination of Evangelical, and hence arises a misunderstanding, as if to denominate a set of schools *Evangelical* was to denominate them as belonging to this body and professing its doctrine. This is not so. A body in Germany with similar doctrine has in like manner claimed for itself the special title of Evangelical, but the claim has not been conceded and ought not to be conceded. This noble and attractive name of Evangelical belongs not to the adherent of any doctrinal essence of Christianity supposed to be already extracted from the Bible, but to the adherent of the Bible and Christianity themselves, in the unexhausted significance which the progressive development of the world more and more brings to light in the Bible and Christianity. Therefore it is that the thorough study and appropriation of the Bible, both in itself and in all the course of its relations with human history, is of so great fruitfulness and importance. In my opinion, they are the best friends of popular education, as well as the best construers of the word Evangelical, who, however attached to their own particular church or confession, yet can recognize this fruitfulness and importance most fully, and who show the greatest largeness of mind in giving effect to their sense of it.

I have the honour to be, &c.

MATTHEW ARNOLD.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *by Her Majesty's Inspector*, MATTHEW ARNOLD, Esq., *on the* NORMAL *and* PRACTISING SCHOOLS *of the* CONGREGATIONAL BOARD OF EDUCATION *at* HOMERTON.

SIR, London, October 1868.

Scope of this first visit of inspection.

IN compliance with the Lord President's directions, I visited, at the beginning of this month, the Training College and Practising Schools at Homerton belonging to the Congregational Board of Education.

I was directed to report whether the college and its practising schools seemed to me, after inspecting them, an institution which the Committee of Council might now fairly begin to aid; and particularly whether the past management of the institution appeared to have been sufficiently good to warrant the Committee of Council in admitting to examination the former students of Homerton College, without requiring the two previous inspections to which they would, in strictness, have to submit.

Present circumstances of Homerton College.

It was in June last that the Congregational Board unanimously resolved to apply to the Committee of Council for admission of the Training College at Homerton, and of the elementary schools of Congregationalists, to a share in the Parliamentary grant. But before this there had been a period of much uncertainty as to the course to be followed by the Board, and as to the future prospects of the Homerton College. During this uncertainty the admission of fresh students naturally ceased; and, since the Board came to its decision, sufficient time has not passed for a body of fresh students to form itself, and to appear in definite working order. The present state of the training department, therefore, affords no standard by which to judge the college, either as it was while it proceeded regularly upon its old footing, or as it probably will be when it shall have definitively established itself upon its new one. Dr. Unwin, the principal, has shown the greatest possible willingness in furnishing me with all information for which I asked; but the forms in which training colleges, already in the regular receipt of grants, are required to exhibit the account of their income and expenditure, cannot well this year be filled up for the Homerton College. But, nevertheless, amply sufficient data are afforded to enable me to form an opinion upon the points to which the instructions of the Lord President have, on the present occasion, immediately directed me. I will preface

that opinion with a very short account of the Homerton College, and of its promoters.

History and rules of the Congregational Board of Education.

The college belongs, as I have said, to the Congregational Board of Education. This Board was formed in 1843, "to "promote popular education, partaking of a religious cha- "racter, and under no circumstances receiving aid from "public money administered by Government." These are the words of the first of the twelve rules by which, up to the present year, the operations of the Board were governed.

The sixth of those rules lays down as follows the chief objects for which the Board was constituted:—

"1. The establishment of normal schools for training male and female teachers for day and infant schools.

"2. The inspection of day schools in connexion with the Congregational body.

"3. The collection of educational statistics respecting Congregational day, Sabbath, and infant schools.

"4. The establishment or aiding of schools by grants of money, books, or otherwise.

"5. The recommendation of the most approved books for schools, and, if necessary and practicable, the compilation of such as may be desirable.

"6. The advancement of popular education by public meetings, deputations, the press, and by any other means approved by the Board."

The seventh, eighth, ninth, and tenth rules relate to the religious character of the college and schools in connexion with the Board, and to the religious instruction given in them. It is provided that no candidate shall be eligible for admission to the college who is not in communion with some Christian church, or whose Christian character is not otherwise well attested. The Board, though constituted to act denominationally as a *Congregational* Board, professes to "entertain the most cordial consideration for all other Evan- "gelical denominations who may be willing to co-operate "with it in friendly emulation for the public service," and (so the rule, as it originally stood, went on) which, "rejecting "Goverument aid," will co-operate also with it "to present "a firm and general resistance to State interference in "educational matters." The ninth rule sets forth that "the "education given in schools connected with the Board shall "be conducted on Evangelical views of religion;" but that "neither the learning of any denominational formulary nor "attendance on any particular place of worship shall be a "condition of admittance into them;" and the tenth rule adds that "all schools in which the religious teaching is "Evangelical, although not entirely Congregational in their

" management, shall be eligible for union with the Board." This rule originally stipulated that such schools, besides offering the above-mentioned religious character, should " receive no aid from the State."

Finally, the rules provide, as a fundamental regulation, " that all arrangements as to the substance and manner of " teaching, with the whole of the internal government of " schools, shall be in the hands of the local committee."

The proper denomination of the Board's schools *Evangelical*. Identity of this denomination with the general denomination of Protestant schools in Germany.

The course of events, to which no wise man will obstinately refuse to adapt his own course, led to the resolution of last spring, by which the Board and its constituency determined to refuse no longer the aid of the State to their schools,— an aid which involves no interference of any kind whatever with the religious instruction given in them. All provisions as to the rejection of State aid have, now, therefore, disappeared from the rules. What remains, and what the Committee of Council has to do with, is a system of schools with a conscience clause, and with a denominational character; their denomination being properly *Evangelical*. They are unlike the Church of England schools, or the Wesleyan schools, in that they are not merely for Anglicans, or for Wesleyans, but for those who hold " Evangelical views of religion." They are unlike the schools of the British and Foreign School Society, because, being for those who hold " Evangelical views of " religion," they exclude Socinians and Roman Catholics. The distinction is remarkable, because the denomination thus in fact adopted is identical with the denomination common to all the State-aided Protestant Schools of Germany, and under which all bodies of Protestant Christians in that country unite. State-aided schools in Germany are divided into Evangelical schools and Catholic schools; and, in my opinion, this is the very best division which can be adopted, recognizing essential differences and effacing non-essential; and it is, I think, one which, though it might be distasteful to certain parties and individuals, would on the whole recommend itself, if it could be followed, to the feelings and judgment of the people of this country. It is true, Germany has in Luther's Short Catechism a formulary which all Evangelical bodies agree to unite in using, and this is a great advantage. For want of some formulary of this kind the religious teaching of Congregational schools has to depend on the Bible gallery lesson; and it may well be thought that too much is thus left to the individual teacher. Still in seizing this notion of Evangelical Protestantism as the basis of the religious character of their schools, and in guarding this, so far as they could, from being a mere unreal colour-

less thing, made up of vague generalities,* the Congregational Board have had the merit of conceiving a type of popular school better suited, probably, to be the public school of the bulk of the people of this country than either the so-called National school or the Wesleyan school on the one hand, or than the British school, or, still more, than the Secular school, on the other ; and their conception has in it, in my opinion, elements of utility which may well bear fruit in the future.

History and financial position of the Homerton College.

In 1843, 165,000*l.* was raised for building and maintaining schools in connection with the Congregational Board, in addition to the sums raised locally on behalf of individual schools. In 1852 Homerton College was bought, and adapted to the purpose of a training institution for male and female teachers; on this 11,622*l.* was spent. Model and practising schools were also established in connection with the college. The Board has trained 665 teachers for juvenile and infant schools; has inspected its schools, and aided those in poor districts, and has provided a depository for the supply of school books and school materials.

The Homerton College is unencumbered with debt, and at the end of the year, ending March 31st, 1868, there was in the hands of the treasurer a balance in favour of the institution.

The students who have been trained in the college have paid 15*l.* a year for their board, lodging, and tuition,† and have besides bought their own books, and borne the cost of whatever medical attendance they required.

The income of the model and practising schools for the year ending March 31st, 1868, has been 508*l.* 5*s.* 8*d.*, which, with 102*l.* 16*s.* 4*d.* received for books and school materials, makes a total of 611*l.* 2*s.*

Its buildings and accommodations for students.

The buildings and accommodations of the Training College seem to me excellent, and the comfort of the students is well cared for. I enclose a copy of the dietary.‡ The course of study, of which I also enclose a copy,§ does not in any important particular differ from that followed in other training schools. The text-books in use in the college and schools of the Board seem to me to be at least equal to those

* "The character of the teaching ought not to be so general as not to involve the distinctive truths of revelation. No satisfaction can be afforded by vague generalities. To practise reserve as to what is vital in Christianity is to give the children a stone when they ask for bread."—*Inaugural Discourse*, by the Rev. Dr. Unwin, Principal of Homerton College.

† These terms remain the same for teachers destined for voluntary schools; for those destined for State-aided schools the fee is now the entrance fee of 3*l.* on admission, and no more.

‡ Marked A. annexed.

§ Marked B. annexed.

in use elsewhere, and the Homerton College Atlas appears to me so good that I could wish to see other schools adopt it.

Its officers and their teaching.

Dr. Unwin, the principal, has been connected with the Congregational Board and its labours ever since 1848. At first the whole of the teaching, with the exception of the instruction in vocal music and drawing, devolved upon him, as well as the arrangements for supplying schools with teachers. After the second year assistance in the teaching department was provided for him. I heard lectures given both by him and by Mr. Liddell, who assists him. I also heard a criticism lesson given by the master of one of the practising schools, who acts as master of method. There can be no doubt of the capacity and skill of the teaching staff of the college; but the students whom I saw were so few in number, and had been so short a time under training (being for the most part a preparatory class fitting themselves to try for admission at Christmas next), that they and their instruction afford no real test for ascertaining what has been accomplished by Homerton and its training. What Homerton has accomplished, and the real and great influence exercised by its principal, Dr. Unwin, is much better shown by the practising schools in connection with the college. Four of these schools, well built and fitted in all respects, immediately adjoin the college. I found 424 children present in them, besides 139 more in some other practising schools in Homerton Row, not far off. All the teachers in these schools were trained at Homerton; and two of the four schools immediately adjoining the college—the juvenile boys' school and the juvenile girls' school—are as good specimens of elementary schools as are to be found, perhaps, anywhere in this country. These practising schools and their teachers, with what I know of other schools elsewhere, under teachers similarly trained, appear to me to afford such a testimony to the Homerton training as to enable me, without hesitation, to say that the Committee of Council is warranted in admitting at once to examination the former students of the College; and that it is for the interest of public education that this institution and the schools connected with it should share in the Parliamentary grant, and should come to co-operate directly in the national work which, by the help of that grant, is being carried on.

Its practising schools.

Recommendation founded on character of its schools and teachers.

I have the honour to remain, &c.

MATTHEW ARNOLD.

To the Secretary,
Committee of Council on Education.

Date, October 5th, 1868.

RETURNS from the Congregational Board of Education Normal School for Masters and Mistresses, for the Year ending Christmas 1868.

I. OFFICERS.

No.	Names.	Degrees.	Duties.	Annual Salary.	Is Board allowed in addition to the Salary?	Is a House or Rooms allowed in addition to the Salary?	Does the Officer reside within the Walls of the Institution?
				£			
1	William J. Unwin.	M.A., LL.D., Glasgow University.	Principal - -	400	No.	Rooms -	Yes.
2	Edward Liddell.*	—	Mathematical Tutor.	200	No.	No -	No.
3	Theodosia Towers.	—	Superintendent of the Female Department.	60	Yes.	Rooms -	Yes.
4	Otto Neff -	—	Teacher of vocal music and gymnastics: general superintendence.	20	Yes.	Rooms -	Yes.
5	John Brown -	—	Teacher of drawing.	30	No.	No -	No.
6	James T. Powell.	Teacher of Juvenile Boys' School.	Criticism lessons.	130	No.	No -	—
7	Martha Rose -	Teacher of Juvenile Girls' School.	Ditto.	30	Yes.	Rooms -	Yes.

* Mr. Liddell holds an appointment of Lecturer on Mathematics and Physics, at the Theological Seminary, Well Street, Hackney.

II. DISTRIBUTION OF TIME.

TEXT-BOOKS.

Arithmetic, Algebra, and Trigonometry.—Barnard Smith's arithmetic for schools. Liddell's arithmetic. Todhunter's algebra for beginners. Todhunter's trigonometry for beginners.

Geometry.—Potts' Euclid.

Geography.—Mackay's elements of modern geography. Unwin's descriptive geography of the world, and political geography of the British Isles. Page's physical geography. Homerton College atlas, physical, hydrographical, and political.

English History.—Smith's smaller History of England.

English Language.—Unwin's English grammar. Mason's English grammar. Ogilvie's English dictionary for schools.

Penmanship.—Mulhauser's manual of writing.

Book-keeping.—Hamilton and Ball's book-keeping.

Domestic Economy.—Tegetmeier's domestic economy.

Vocal Music.—Training school singing method by J. R. Weber. Training school part songs. Homerton College Hymnal. Currie's musical analysis.

Drawing.—Brown's hints on drawing. Binns' orthographic projection. Burchett's practical geometry.

Method.—Currie's early and infant school education. Currie's principles of common school education. Unwin's primary school.

IV. ACCOMMODATION AND NUMBERS.

Is Number of students which the building is at this time capable of accommodating (include unfurnished dormitories, if any), 50.

2. Number of furnished dormitories, 15, (exclusive of teachors rooms).

Five female and one male student in preparatory class.

Three voluntary students.

(Signed) WILLIAM J. UNWIN,
5th October 1868. Principal.

A.—HOMERTON COLLEGE. DIETARY.

Meat.—Only one kind of meat on the table at the same time usually. Veal, pork, meat pies occasionally.

Vegetables.—Potatoes, greens, carrots, lettuce,—alone or together.

Sunday.—Cold beef, roast and boiled alternately; fruit pies, plum puddings, or jam tarts.

Monday.—Boiled and roast mutton, hot, alternately; baked rice puddings.

Tuesday.—Boiled and roast mutton, cold; soup, October to May; fruit puddings, June to September.

Wednesday.—Hot roast beef, plain puddings.

Thursday.—Roast mutton, hot in winter, but generally cold in summer; boiled rice with sweet sauce, fruit or jam.

Friday.—Cold roast beef or mutton; plum puddings, baked or boiled.

Saturday.—Roast and boiled beef, hot, alternately; baked rice puddings.

B.—HOMERTON COLLEGE. COURSE OF INSTRUCTION.

CONTENTS.

General Arrangements.
Spelling.
Writing.
Arithmetic.
English Language.
English History.
Geography.
Drawing.
Vocal Music.
Method and Mental Science.
School Practice.
Criticism Lessons.
Holy Scriptures.
Astronomy.
Reading and Repetition.
Economy.
Book-keeping.
Special subjects for male students.—Geometry, Mensuration, Algebra, Latin, and French.
Special subjects for female students.—Needlework, Domestic Economy.

GENERAL ARRANGEMENTS.

1. All students are required to assemble at 6.30 a.m. in the class rooms of the wing. Attendance is to be registered, and the record of attendance is to be given to the principal every Saturday morning.

2. The students are to be in their class rooms at the times specified on the time table. Attendance at 7 a.m. is to be registered.

3. Exercises to be prepared in study hours are to be completed at the time specified, and given in at the opening of the class fixed for their delivery. Special exercises are to be collected by the censor, and given to the principal.

4. The printed rules of the Institution, of which each student has a copy, regulate the details of management.

5. Fines are not levied except when property is injured or destroyed. Students are expected to exercise a kind superintendence over each other in the maintenance of a proper discipline, and not to hesitate as to their duty in reporting to the principal any case of moral delinquency. Espionage is avoided, but the principal expects a truthful answer to any question he may deem it right to put, any refusal to be referred to the Board.

SPELLING.

I. Spelling by dictation.

Books used:—

a. Speiling by dictation, by Rev. A. J. D. D'Orsey.

b. Prose and poetical lessons in Training School Reader.

c. Special lessons on subjects related to general instruction and methods of teaching.

2. Mode of giving the lesson.

a. The lesson to be read through once.

b. The portion to be written to be read only once, a few words at a time, the construction of words in a sentence to be preserved.

3. Correction of the exercise.

a. The teacher to correct each exercise.

b. Errors to be marked thus, in red ink:

a. Mis-spelling by numerals written through the words, as *dec* 1 *et.*

b. Omissions by a caret ∧.

c. Incorrect punctuation by a vertical line |.

d. Mistakes in grammar by a cross ×.

e. Mistakes in the use of capitals by a double vertical line ||.

c. The errors in spelling to form the numerator of a fraction, of which the sum of all other errors forms the denominator.

4. Revision of the exercise.

1. The student to write above errors in spelling the correct forms.

2. When errors in spelling amount to 15, the words as corrected are to be transferred to the last page of the book, each word to be repeated till one line is filled, thus:

Monstrous, monstrous, monstrous, monstrous, monstrous.

3. Mis-spelled words to be orally spelt, and the cause of error indicated.

NOTES.—Count every word wrongly spelt a mistake, even if the same error be repeated. Each omitted word to be reckoned a mistake. Parts of sentences omitted and general inacuracy to be called "failure." Dictation lessons to be occasionally repeated and mistakes compared with the former lesson. A portion of the poetry or prose learnt by heart to be occasionally written from memory.

II. Oral spelling.

Text-book. Spelling and pronunciation.

1. Five sentences of definite length, each containing one of the words of the lesson, to be written and brought into class.

2. The meaning of the words is to be given by definition or in a sentence.

3. A slight pause to be made between the syllables of a word. Slate to be used.

III.—Transcription.

On Monday, at 2 p.m., an exercise in transcription to be given as an extra exercise.

WRITING.

I. Text-book.—Mulhauser's Manual of Writing. Unwin's Primary school.

1. First course.

a. Exposition of the method, and of the general rules of writing; directions as to holding the pen, placing the copy-books, and positions to be observed in schools.

b. Writing to commence on a given signal; when a line is completed writing is to cease till another signal is given; the line written to be examined by each student. Time for each line three or four minutes.

c. When the lesson is finished, errors to be pointed out by the students.

d. Each book to be examined by the teacher, who writes at the bottom of the page. G=good; F=fair; M=moderate; B=bad.

e. A copy to be written previous to the lesson, on the board.

f. The general principles of the method as given in the primary school to be learned by heart.

2. Second course.

Exercises in freehand, book-keeping, correspondence, précis writing, commercial forms.

Arithmetic.

Text-books.—Liddell's arithmetic. Barnard Smith's arithmetic for schools.

1. The course of instruction to be commenced from the beginning and to embrace all the rules.

2. Mental arithmetic to occupy five minutes before each lesson, and to consist of practice on the rules to be worked, as far as mental arithmetic is applicable to them.

3. Exposition of the principles of each rule.

4. Exercises previously presented to be brought into class.

5. Exposition of the method of teaching arithmetic, in infant and juvenile schools.

English Language.

Text-books.—Unwin's English Grammar. Mason's English Grammar.

1. The general principles of the structure of the English language are given in a course of lectures, to be reproduced by the students. Rules and the forms of the language to be learned from the text-books. Exercises in the classification and inflexion of words, in analysis, in paraphrasing and in composition to be prepared by the students.

2. The history of the English language is given in a course of lectures, to be reproduced by the students.

English History.

Text-books.—Lessons and Chronological Tables in the Training School Reader, Book II. Dr. Smith's smaller English History.

1. The questions on the reading lessons to be answered in writing, and the chronological tables to be learned.

2. The text-book to be prepared, and exercises based on it.

3. Exposition of teaching history in primary schools.

Course of instruction prepared by Mr. Liddell.

The people of England, Britons and Romans, Saxons and Danes, Normans; fusing of the various races to form the present English. The royal line, the various dynasties. The sovereigns, their personal characters, marriage relationships. Interruptions in the line of succession. Periods characterized by civil wars. Wars with Scotland. Conquest of Wales and Ireland. Foreign wars of England. Periods characterized by struggles between the church and the crown. Development of the English constitution. The colonial empire of Great Britain since the commencement of the Tudor dynasty. The English revolution. Historical characters.

Geography.

Text-books.—Unwin's Descriptive Geography of the World, and Political Geography of the British Isles. Mackay's Elements of Geography. Homerton College Atlas. Page's Physical Geography.

1. Study of the text-books.
2. Exercises.
3. Mapping.

Course of instruction prepared by Mr. Liddell.

Spheroidal form of the earth. Axis of revolution. Poles. Equator Latitude and longitude. Divisions of the earth's surface, into hemispheres and zones. General distribution of land and water. Horizontal extension of land and water. Irregularities of coast line, peninsulas, islands, seas, gulfs, and bays. Elevation and depression. Mountain systems and primary watersheds. River drainage. The physical features of the continents and groups of islands separately considered. The political geography of the different continents and groups of islands separately considered. The political geography of the separate continents, more especially the European States, and the United States of America, Great Britain, and Ireland. Physical features. County divisions. River basins, with the counties and towns included in them. Sea-ports and their commercial relations. Districts of special industrial pursuits and of the various branches of manufacture. British geography in relation to history. Geography in relation to commerce. Scripture geography. The various methods of projecting maps.

Drawing.

Text-books. Brown's Hints on Drawing. Binns' Orthographic Projection.

Course of instruction prepared by Mr. Brown.

I. Outlines from flat copies, 18 lessons. In one hour to be correctly and neatly drawn any subject, about as difficult as copying a drawing in outline of a branch of oak bearing four leaves.

II. Outlines from objects, 14 lessons. In one hour an outline from a chair, two or three vases, or any common article of furniture.

III. Practical geometry, 12 lessons. About 50 problems to be committed to memory, from Burchett's Practical Geometry.

IV. Perspective, 12 lessons. The pupil should be able to draw in perspective a hexagonal prism, position given, or any such object in one hour, distance of picture, height of horizon, and centre of picture being given. Ascertain the distance and height of an upright pole placed on the ground, distance of picture, and centre of picture given.

V. Drawing from memory, 12 lessons. In one hour an outline to be drawn from memory of any common object in general use.

VI. Mechanical drawing, 12 lessons. In one hour a plan, elevation, or any plane section of any simple object to scale. Any projection of the same in upper or lower plane. The projection in either plane of any curve in any given position in respect to the two planes.

Vocal Music.

Text-books.—Training School Singing Method by Weber. Training School Part Songs. Homerton College Hymnal with proper tunes. Currie's Elements of Musical Analysis.

1. Theoretical. Musical notation. Rhythmics. Melodies, and the principal major and minor scales.

2. Practical. The exercises perfectly. Application of the principles to psalmody and part songs. To write down, in correct time, short and simple passages as played.

Method and Mental Science in relation to it.

Text-books.—Currie's early and infant school education. Currie's principles and practice of common school education.

A course of lectures to be reproduced by the students, comprising:—

1. The principles and methods of teaching reading, writing, arithmetic, geography, and history.

2. The methods of organizing an elementary school, the composition of time tables, and school registration.
3. Expedients by which schools may approximate to a condition of self-support.
4. Questions of moral discipline and religious instruction.

School Practice.

The course of instruction extending over a period of 12 months has been divided into three sessions. Two of these have been devoted to the acquisition of knowledge; the third chiefly to practice in the model schools, under their respective teachers.

Criticism Lessons.

Lessons are given to the scholars collectively by the male and female students, the former under the superintendence of Mr. Powell, and the latter under the superintendence of Mr. Powell and Miss Rose.

All the students have to write sketches of these lessons, which are given in for correction.

Subjects.	No. of Lectures per Week.	Length of each Lecture. Hours.	Subjects.	No. of Lectures per Week.	Length of each Lecture. Hours.
1. Principal. Superintendence of college and schools; correspondence and arrangements for schools; general business of the Board; attendance at their meetings and recording their proceedings; correction of exercises; Conduct of domestic worship.					½
English language	4	1½	Reading, method, and mental science	1	1
Religious instruction	1	1			
2. Mathematical Tutor:					
Scripture, history and geography	2	1	Arithmetic	2	1
Euclid	3	1	„	1	2
Geography	4	¾	Mensuration and mechanical drawing	1	2½
„	2	1	Spelling and dictation	3	¾
Writing	4	½	Algebra	2	1
Repetition of poetry	1	½	Mental arithmetic	1	½
English history	2	1	Astronomy	1	1
3. Superintendent of Female Department:					
Domestic economy	3	1	English composition	2	1
Geography	3	1	Arithmetic	3	1
Scripture history	1	1	English history	3	1
Astronomy	1	1	Repetition of poetry	1	
Needlework, 4 hours per week.					
4. Teacher of Vocal Music and Gymnastics:					
Vocal music	5	1	Gymnastics, 2½ hours per week.		
„	4	¾			
5. Teacher of Drawing:					
Drawing	1	3½			
6. Teacher of Juvenile Boys' School:					
Criticism lessons	1	½			
„ „	1	1			
7. Teacher of Juvenile Girls' School:					
Criticism lessons	1	½			

The Holy Scriptures.

1. Geography of Palestine, and other countries connected with scripture history.
2. The life of our Lord Jesus Christ.

Astronomy.

General view of the heavens. Solar system. Form, size, and motions of the earth. Eclipses. Twilight. The tides. The calendar. Problems on the terrestrial globe.

Reading and Repetition from Memory.

1. To read a passage in prose and another in verse, with a distinct utterance, due attention to punctuation, and just expression.
2. To learn 300 lines of poetry, a portion of which each student will be required to repeat.

Economy.

Elementary questions in sanitary and other practical sciences of common application, and in political economy.

Book Keeping.

A set of accounts exemplifying single entry.

The following subjects are for male students only :—

Geometry.—The first two books of Euclid.
Mensuration.—Plane figures. Solids.
Algebra; as far as quadratic equations.
Latin.—The latin accidence and exercises in Principia Latina, Part I.
French Accidence.—Exercises in Hall's 1st French Book. Translation.

The following subjects are for female students only :—

Needlework.—1. Articles of plain wearing apparel. 2. Cutting out the above articles.
Domestic Economy.—Clothing. Food. Cooking. Laundry. Duties of servants. Practical rules for the preservation of health.

A special certificate is awarded to female students who pass an examination in the first book of Euclid, and in Algebra as far as simple equations; also for ability in translating from French or Latin.

HOMERTON COLLEGE.

MALE DEPARTMENT.

Course of Instruction.

——	7.0–8.0.	9.30–10.30.	10.30–11.0.	11.30–12.0.	12–1.0.	2.0–2.20.	2.20–3.0.	3.0–3.30.	4.0–5.0.	5.20–6.0.	6.0–7.0.	7.0–8.0.
Monday	To assemble in class-room at 6.30.	Latin. Script. Hist. 1 2 3	Scripture History. 1	Arithmetic. 1 2	English Language. 1	Recreation.	Writing. 1 2	Geography. 1 2	Spelling. 1 2	Vocal Music. 1	Vocal Music. 2 3		Arithmetic. 3
Tuesday		Euclid, Latin, Book-keeping. 1 2 3	English History.	Arithmetic, Algebra. 1 2	English Language 2		Writing. 1 2	Repetition of Poetry.	Dictation. 1	Vocal Music. 1	Vocal Music. 2 3		Algebra. 3
Wednesday		Arithmetic. Latin. 1 2 3	Mechanical and Perspective *Drawing*, Mensuration and Land Surveying.				Writing. 1 2	Geography. 1 2		Vocal Music. 1	Vocal Music. 2 3		Reading, Method. 1 2 3
Thursday		Latin, 1 Euclid. 2 3	Astronomy. 1 2	Arithmetic, Algebra. 1 2	English Language. 1		Writing. 1 2		3.15–4.0. Criticism Lessons.	Vocal Music. 1	Vocal Music. 2 3	6.0–6.30. Criticism Lessons. 6.30–7.0. Chanting alternate weeks.	Algebra. 3
Friday		Euclid, Latin, English Composition. 1 2 3	English History. 1	Arithmetic, Algebra. 1 2	English Language. 2	2.0–3.0. Physical Geography.			3.0–3.30. Mental Arithmetic.	Vocal Music.	5.20–6.0. French. 1	French. 2	
Saturday		Etymology. Geography. 1 2 3	9.30–11.30. Freehand Drawing.	Monday, 12.0–12.45. Saturday, 11.30–12.0. Gymnastics.		12.0–1.45. Freehand Drawing.							

April 1867.

WILLIAM J. UNWIN, LL.D., Principal.

HOMERTON COLLEGE.

Female Department.

Course of Instruction.

—		7.0–8.0.	9.30–10.30.	10.30–11.0.	12–1.	2.0–2.20.	2.20–3.0.	4.0–5.0.	5.20.–6.0.	7.0–8.0.
Monday	To assemble in class room at 6.45.	Scrip. Hist. 1 Domestic Economy 2 3	Arithmetic. 1 2	Eng. Hist. 1 2	Recreation.	Writing.	Spelling.	Vocal Music 1	Vocal Music 2 3	Arithmetic. 3
Tuesday		Eng. Lang. 1 Etymology 2 Eng. Composition. 3	Geography 1 2	Arithmetic. 1 2		Writing.	Mental Arithmetic.	Vocal Music 1	Vocal Music. 2 3	Arithmetic. 3
Wednesday		Eng. Hist. 1 Domestic Economy 2 3	Needlework. Scrip. Hist. 1 2	Astronomy 2		Writing.	Repetition of Poetry. 1 Domestic Econ. 2 3.15–4.0. Criticism.	Vocal Music 1	Vocal Music 2 3	Arithmetic. 3
Thursday		Eng. Lang. 1 Eng. Composition. 2 3	Geography 1 2	Arithmetic. 1 2		Writing.	2.20–3.30. Geography.	Vocal Music 1	Vocal Music 2 3	6.30–7.0. Criticism Lesson. Chanting alternate weeks. 7.0–8.0. Reading. Method. 1 2 3
Friday		Eng. Hist. 1 Domestic Economy 2 3	Arithmetic. 1 Eng. Hist. 2	Eng. Hist. 1 2		1.45–3.15. Needlework.		3.15–4.45. Criticism Lesson.	5.30–8.0. Needlework.	
Saturday		Scrip. Hist. 1 Geography 2 3	9.30–11.0 and 11.20–1.45. Freehand Drawing.							

April 1867.

William J. Unwin, LL.D., Principal.

HOMERTON COLLEGE.

FEMALE DEPARTMENT.

Preparatory Course of Instruction from September to December 1868.

—		7.0–8.0.	9.30–10.30.	10.30–11.	11.15–12.		2.0–2.20.	2.20–3.0.	3.0–3.30.	4.0–5.0.		5.20–6.0.	7.0–8.0.
Monday	To assemble in class room 6.30 a.m.	Dictation.	Arithmetic.	Scripture History and Geography.	English Language.		Writing.	Geography.	Spelling.	Vocal Music.	Recreation 4.30–5, 2nd class.	Vocal Music.	Arithmetic.
Tuesday		Geography.	Arithmetic.		"		"	"	Dictation.	"			History.
Wednesday		English History.	English History.		Dictation.		"	"	Repetition of Poetry.	"		"	Arithmetic.
Thursday		Domestic Economy.	Arithmetic.		English Language.		"	"	Spelling.	"		6.30–7. Chanting, alternate weeks.	Reading. Method.
Friday		English Grammar.	English History.		"		1.45–3.15. Needlework.		3.15–4.45. Criticism Lessons.	5.30–8.0. Needlework.			
Saturday		Dictation.	9.30–11. 11.20–1.45. Freehand Drawing.		11.0–11.20. Recreation.								

The classes from 7 to 8 a.m. and from 7 to 8 p.m. are for students as assistants in the practising schools.

September 1868.

WILLIAM J. UNWIN, LL.D., Principal.

HOMERTON COLLEGE.

MALE DEPARTMENT.

Preparatory Course of Instruction from September to December 1868.

		7.0–8.0.	9.30–10.30.	10.30–11.	11.30–12.0.	12.0–1.	2.0–2.20.	2.20–3.	3.0–3.30.	4.0–5.0.		5.20–6.0.	7.0–8.0.
Monday	Recreation from To assemble in the class room at 6.30 a.m. 8.30 to 9.0 (1st class).	Writing and Dictation.	Arithmetic.	Scripture History, and Geography.	English Language.	Recreation: Gymnastics from 12 to 12.30 (Monday),	Writing.	Geography.	Spelling.	Vocal Music.	Recreation from 4.30 to 5.0 (2nd class).	Vocal Music.	Arithmetic and Algebra.
Tuesday		Euclid.	„	Arithmetic.	„		„	„	Dictation.	„		„	English History.
Wednesday		Geography.	English History.		Geography.		„	„	Repetition of Poetry.	„		„	Arithmetic and Algebra.
Thursday		English History.	Arithmetic.		English Language.		„	„	Spelling.	„		6–6.30. Criticism Lessons. 6.30–7. Chanting alternate weeks.	Reading and Method.
Friday		Geography.	English History.		„		Physical Geography.		Dictation.			7.0–8.0 English Language.	
Saturday		Euclid.	9.30–11.40. Freehand Drawing.		Gymnastics.	12.0–1.45. Freehand Drawing.							

The classes from 7 to 8 a.m. and from 7 to 8 p.m. are for students as assistants in the practising schools.

September 1868.

WILLIAM J. UNWIN, LL.D., Principal.

REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, SCOTT NASMYTH STOKES, Esq., *on the* ROMAN CATHOLIC NORMAL SCHOOLS *at* HAMMERSMITH *for* SCHOOLMASTERS, *and at* LIVERPOOL *for* SCHOOLMISTRESSES.

MY LORDS,

IN obedience to your Lordships' instructions I have inspected the Roman Catholic institutions for training school teachers. At the Liverpool normal school for schoolmistresses, my colleague, Mr. Lynch, was present with me; at the Hammersmith normal school for schoolmasters I was alone.

The visits of inspection were paid in the course of September 1868.

HAMMERSMITH NORMAL SCHOOL.

HAMMERSMITH.

Staff.

The teaching staff in this college is composed in the same way as was reported by me for the previous year. But with a special view to the instruction of the preparatory class in a course of studies adapted to the admission examination, a third lecturer, or tutor, has been appointed in the person of Mr. Thomas Livesey, whose experience as a pupil-teacher, a student in training, and an efficient master, qualifies him to direct a class of candidates for admission. His health however seems to be far from robust.

New tutor.

Approaching change in principal.

A change of more moment is in contemplation, as the Rev. J. B. Rowe, who has held the principalship since the spring of 1861, retires from that office at Ladyday 1869. Mr. Rowe took charge of the college at a time of very great difficulty; both principal and vice-principal had resigned; the institution was heavily involved in debt; and pupil-teachers either would not compete for admission, or competed without the desire to succeed. Liberally supported by the Catholic Poor School Committee Mr. Rowe overcame all difficulties. Debts were cleared off, and a strict system of book-keeping introduced; the number of students was increased by means of the class of preparation, and their treatment so far modified as to make the training school attractive to youth. No sooner had his measures succeeded in filling the college with students than the changes of the Revised Code threatened new danger. Through this period of panic likewise he conducted it safely, and having again obtained a fair number of students and organized plans for keeping up the supply, he now withdraws from a post which he only accepted provisionally out of pure regard for public interests.

Principal ought to reside.

In Mr. Rowe's appointment there was one singular feature which should not be repeated. He did not undertake to reside in the college. Obviously such an arrangement was open to serious objection; and fear of evils that might possibly spring from it led to the adoption of domestic plans, which however necessary under peculiar conditions, scarcely seem calculated to promote economy or comfort.

No appointment of a successor has, so far as I am informed, been as yet made.

Number of students.

The accommodation, which amply suffices for seventy students, is not wholly occupied. There were thirty-nine young men in residence, six being in the second year of their course, twenty-two in their first year, and eleven in the class of preparation. Three of the students admitted after examination at Christmas 1867, failed to satisfy the principal, and had been re-moved from residence at Midsummer 1868. Great confidence was expressed in the conduct and perseverance of all the rest.

Preparatory class.

It had again been thought necessary to open a preparatory class to young men, whether pupil-teachers or not, desirous of becoming schoolmasters. Suitable persons are admitted to this class free of charge, as the whole cost of their maintenance and instruction is borne by the Catholic Poor School Committee. I retain the opinion that such a class ought not to be necessary; but as the managers of the college believe it to be necessary and generously support it, and as the unoccupied room is ample for its accommodation, I see no strong reason for pressing objections to it.

Prospects of masters.

Schoolmasters are growing more content with their position and prospects. The laborious and efficient men find that payment by results tends to increase their credit and their pay. Some who were scared away in the panic are returning to the employment of teaching. More lads offer themselves for apprenticeship as pupil-teachers; in short the many and considerable advantages of the teachers' lot begin to re-assert their influence. This improved feeling will, I hope, draw to Hammersmith a class of candidates qualified without further preparation to pass the ordeal of preliminary examination.

Entrance examination should be maintained.

The possibility of the abolition of this entrance examination was discussed. Although the college is far from full, and the entrance examination may operate to keep it empty, yet the officers all concurred in deprecating the abolition; they appear to think that the removal of the bar, which under your Lordships' authority now enables them to exclude the wholly ignorant and incompetent, would as a necessary consequence be followed by the admission of many

subjects totally unsuitable for training, and thus tend powerfully to degrade their special work and through it to injure primary schools. Their decided judgment seems to deserve consideration.

Premises. The premises are kept in good order, and maintained in substantial repair. Still the appearance of the old Brook Green House, the nucleus of the institution, gives indication, as I think, that a thorough painting and renovation will be required before long.

Excellence of practising school. I have now for several years annually noted with particular pleasure the excellence of the Hammersmith practising school. It is a model of primary instruction. I only wish that its features could be so impressed upon the memory of the students, and the means taken to secure its excellence in discipline and instruction communicated to their intellect in so lasting a form, as to enable them to reproduce schools of the same type elsewhere. It is disheartening to find young masters fresh from the school where all is order, method, and cheerful docility, who are unable in their own schools to maintain ordinary discipline, and who even seem unconscious of its absence. It would seem that preparatory practice as pupil-teachers in schools really well conducted is essential as a foundation for the lessons of the training college.

Importance of apprenticeship.

Committee meeting. Upon the occasion of my visit to Hammersmith the managing committee was represented by Lord Petre, the Rev. Dr. Gilbert, and Mr. Allies. The Most Rev. Archbishop Manning also showed his interest in the training school by attending the meeting.

Performance in examination. In the annual examination held at Christmas, 1868, the students of the second year acquitted themselves *well* in composition, school management, reading, spelling, and penmanship; *fairly* in arithmetic, grammar, history, geography, and economy; *moderately* in mental arithmetic and music; and they *failed* in Euclid. The students of the first year did *well* in arithmetic, composition, school management, reading, spelling, and penmanship; *fairly* in grammar, history, geography, Euclid, and music; and *moderately* in mental arithmetic and economy.

Liverpool Normal School.

Liverpool.

Importance and difficulty of training school mistresses. The great difficulty experienced in procuring an adequate supply of trained schoolmasters has given to the training of schoolmistresses an importance which it would not otherwise have obtained. But for very considerable success indeed in rearing female teachers, the experiment of Roman Catholic training schools would have resulted in failure. Nor was the difficulty of dealing with the one sex lighter than the other.

In some respects the case of young women presented greater difficulty. The idea of a college so familiar as adapted to young men was, when training schools were established, foreign to any known scheme of female education. Parents who gladly sent their sons to such an institution often preferred to keep their daughters at home. Again it was notorious that whereas Roman Catholic trained masters might hope, if deserving of them, to rise into the best and most lucrative posts in primary schools, the trained mistresses would be generally excluded from the more important positions which throughout Great Britain are occupied by nuns. Nor were internal difficulties less formidable. An assemblage of girls over 18 years of age, few of whom had ever left home before or had enjoyed any opportunity of becoming acquainted with social usages, required for its successful management a combination of powers seldom found united. It is not therefore surprising that some of the earliest efforts created discontent and ended in disappointment.

Success of the Liverpool normal school.

Happily, in the case of the Liverpool normal school, all obstacles were early surmounted, and the success of the institution has never experienced a check.

Staff.

The teaching staff remains in the main the same as in 1867. But Miss Anne Ashhurst, who at that time was in delicate health and who died in the spring of 1868, has been succeeded by Miss A. Grainger, who was formerly employed as a governess here with great advantage, and again occupies her old post.

Students.

One student in the first year being found deficient in mental capacity to advance with the rest was advised to withdraw. The health of another student, who was in her second year, caused so much anxiety that she has been recommended to pass some time at home with permission to return to the college upon the recovery of strength and vigour.

There remained in residence 36 students of the second year and 30 of the first year. The desire of the managers is to reduce the total to 60, and I entirely concur in the wisdom of that decision.

Health.

Dr. Bickerton, the medical attendant, reports well of the health of students and governesses. He says:—

"This satisfactory sanitary condition of so large an institution is greatly due to the anxious care on the part of the management to avoid all possible causes which are so well known as resulting in disease, as well as to the minute and careful inquiries that are made into the family histories, and the previous as well as the present condition of the health of all who are accepted as pupils entering these schools; to the watchful attention and care in the house as to cleanliness, ventilation, dietary, and open air exercise; and lastly, to the proportioning the amount of

study rest, and exercise that each individual pupil is capable of bearing without interfering with their mental and physical powers. And it is to attention to the relative value of the mental culture to the physical condition that in my opinion is due the very satisfactory condition of the inmates of this school."

The excellent repair in which the premises are maintained, and the perfect order everywhere observed, leave nothing to be desired. Premises.

The practising school is an exceedingly good one, though not of the largest class. Practising school.

I am indebted to the head governess for the following report on the practice of students in teaching, and for the dietary table.

Liverpool Training College, September, 1868.

REPORT on PRACTICE of STUDENTS in TEACHING.

(*a.*) *Time spent in School.*

SINCE the commencement of the present year, the second year students have attended regularly in the practising schools on four afternoons of each week, and their work has been thus arranged:— Practice in teaching.

First Quarter.—The students spent 1½ hours each day in teaching children preparing for 1st and 2nd Standards, in the girls' and infants' schools connected with the institution.

Twelve of the number were appointed to take (in turns) the entire charge during one week, of a small infant school attached to the chief practising school.

Second Quarter.—At the beginning of April, each student was entrusted with a division preparing for one or other of the six standards. This class she had to get ready for a private examination in one of the subjects of the Code.

Third Quarter.—The students have occupied themselves since Midsummer, more especially with the higher classes. Nine have given lessons every evening to classes of pupil-teachers in the first, second, and third years of their apprenticeship. Seven have taken sections in the schools preparing to pass examination in the higher subjects of instruction. The remainder have taught the Standard subjects to ordinary classes.

The time spent in the practice of teaching since Midsummer, has been on an average about 2½ hours daily.

In addition to this, the students have attended for 10 minutes every morning to mark registers in the practising school. Each student has kept a register of her own, similar to those used in the school, and each has marked the attendances and drawn out the averages for herself.

(*b.*) *Superintendence of students while teaching.*

As the students are employed in five or six schools in different parts of the town, the mistress of the practising school can only superintend those under her own eye. Nearly all, however, pass some portion of their time under her, as the classes are changed every quarter. The others are reported on to the mistress of method at regular intervals by the head-teachers of the schools which they attend. Each set of students is accompanied in its turn by a governess from the college, who listens to their lessons, and occasionally teaches a class in their presence.

The classes entrusted to the students between Easter and Midsummer, undergo a regular examination by the principal, towards the end of June each student prepares a schedule, and presents her scholars for passing in a prescribed portion of one of the three subjects of the Code.

During the first quarter of the year, model lessons are given weekly by two of the governesses, during the second and third quarters, the model lessons are replaced by criticism lessons given in presence of the mistress of method.

DIETARY TABLE FOR ONE WEEK.

Dietary.

Days.	Breakfast, 7½ a.m.	Dinner, 12½ p.m.	Tea, 4½ p.m.	Supper, 7½ p.m.
Sunday	Coffee and bread and butter.	Roast beef; potatoes; plum-puddings.	Tea or coffee; and bread and butter.	Tea; bread and butter; and tarts.
Monday	Ditto.	Meat-pies; pototoes; bread and butter puddings.	Milk and water; and bread and treacle.	Tea; bread and butter; rice puddings.
Tuesday	Ditto.	Roast mutton; potatoes; batter pudding.	Ditto.	Tea; bread and butter; roast potatoes.
Wednesday.	Ditto.	Boiled beef; potatoes and carrots; pancakes or fritters.	Ditto.	Tea; bread and butter; rice; and fruit.
Thursday	Ditto.	Hashed or cold meat; potatoes; suet puddings.	Ditto.	Tea; bread and butter; and cheese.
Friday	Ditto.	Fish or eggs; potatoes; rolled puddings.	Ditto.	Tea; bread and butter; and hasty pudding.
Saturday	Ditto.	Beef-steaks; rice; jam-tarts.	Tea or coffee; and bread and butter.	Tea; and currant loaf.

Committee. The Rev. Thomas Cookson, Mr. Weld Blundell, and Mr. Allies, attended the meeting of the managing committee.

Performance in examination. In the examination of Christmas, 1868, the performances of second year students were *fair* in music and *good* in every other subject of examination. The students of the first year were less successful; but they did *well* in mental arithmetic, school management, reading, spelling, penmanship, history, needlework, domestic economy, and music; *fairly* in arithmetic, composition, and history; while the marks given to their grammar were very low.

I have the honour to be, &c.

SCOTT NASMYTH STOKES.

To the Right Honourable
The Lords of the Committee of Council on Education.

NOTICE.

The late Dr. Woodford, Her Majesty's Inspector of Schools, was charged by Their Lordships with the duty of reporting on the Church of Scotland Normal School, at Edinburgh, for the year 1868, and had, with the assistance of his colleague, Mr. Middleton, examined the students orally in Reading and Teaching, with a view to the examination for certificates at Christmas last. He died before the usual time at which the inspectors send in their Reports on Normal Schools, and no such Report was received from him. Dr. Woodford had been upwards of 18 years in the public service as one of Her Majesty's Inspectors of Schools, and was an officer of great experience, integrity, industry, and ability.

Education Department, Whitehall,
May 1869.

REPORT, *for the Year 1868, by Her Majesty's Inspector,* JOHN GORDON, Esq., *on the* CHURCH OF SCOTLAND NORMAL SCHOOL, GLASGOW.

MY LORDS, Edinburgh, March 1869.

THE examination of candidates for certificate in December, 1867, resulted in the success of all the students, male and female, who had attended the seminary in the session then ending; and shortly thereafter, all of those who then quitted the seminary at the end of their second year found occupation as teachers. The schools to which they were appointed are of the following descriptions:—

	Male.	Female.	Total.
Assistantships in Parish or other schools	20	2	22
„ in Subscription schools -	0	2	2
„ in Assembly schools -	4	0	4
„ in Female industrial -	0	5	5
Female departments in mixed schools -	0	11	11

Limited admission to the seminary.

The candidates for admission in session 1868, were 94 in number, viz., 57 males, 37 females; the number declared admissible, 75; the number admitted, 61—male and female in nearly equal proportion. The selection for admission, when not determined by marked superiority of merit, was favourable to those who had completed apprenticeship as pupil-teachers; and the restriction in the number admitted was in accordance with the rule which the managers have thought it proper, in present circumstances, to adopt. That rule, however, has been somewhat relaxed in the admission for session 1869, and to the effect just mentioned.

The two objects of Normal training.

The large and somewhat excessive number of those that lately sought admission to the seminary is not without obvious significance. It shows that the prevailing notion of what the seminary, in its peculiar character, offers for instruction, is correct; that it is viewed as serving two distinct purposes—not merely that of training to methods of tuition, which perhaps was the primary conception of its object—but also the purpose of imparting an adequate knowledge of all that is requisite to be taught in the common elementary schools. This latter function of the seminary is occupied with what is certainly first in the right order of study, and requires by much the greater portion of the student's time and attention. He enters, indeed, with a certain knowledge of all the subjects of the programme, but considers that

an elementary teacher should himself be yet more largely and thoroughly instructed in all such matters. He perceives, too, how convenient it is, that all which he requires in that way can be obtained within the walls of a single school. It is this that forms the great attraction to a Normal seminary; and the two years' attendance there is not grudged, because seen to be not more than is quite necessary. If method were the whole, or even the greater part, of what the normal school has to give, there can be no doubt that the voluntary resort to it would be of very much less amount than it hitherto has been.

The changes introduced in the management of the school in the course of the last year have been very considerable.

Changes: Physical Science introduced.

I. Physical Science has now been added to the programme of the normal department, and assigned as a regular portion of his duties to the master of the mathematical branches. The inducements to this course were, the approbation of the plan when submitted to your Lordships; the perfect competency of the teacher, Mr. Dixon; the ample apparatus at his command; the avidity with which the students accepted the proposal; and, above all, the obvious advantage to them and to the schools they will afterwards have in charge, from their possession of some good knowledge of such subjects. At the same time, it was matter of satisfaction to the managers, that they could, in so far, co-operate with the Department of Science and Art. The male students have in consequence received lessons in inorganic chemistry one evening for 2 hours in the week, and occasionally throughout the session for an hour or two on Saturday. The course on that subject cannot fail to contribute much to the *general* culture of the students; an object to be always steadily kept in view at the seminary.

Supplementary practice.

But as all the science so taught bears directly on some relative art, some observation of the actual practice of that art forms a necessary complement to the lecture. "Every "true science bears necessarily within itself the germ of a "cognate profession." And so it is that the master of the branch mentioned observes,—

"As it is indispensable that a teacher of chemistry should be able to elucidate his subject effectively by experiments, I endeavour as far as possible to afford the students opportunities of exercising themselves in manipulation. For the present a few of them are employed in assisting me in the preparation of class experiments, but later in the course, I shall be able to engage the whole class in performing simple qualitative analyses. The chemical student has, moreover, in the Industries of Glasgow, an ample field for witnessing the operations of technical chemistry; and I trust to be able to procure for the students admission to some of the chief chemical works of the city."

These visits to the workshop, the factory, the printfield, supply the best illustrations of the school lessons, and deepen the impression of them—it may be hoped to some good future purpose.

Might not the students with advantage visit other works, the operations in which do not depend on anything in the particular branch of science in which they are instructed at the seminary? For the most part, the process of a useful art is pretty easily understood, and always it may be made a subject of pleasing intellectual interest. It is not well, indeed, for any one, teacher or not, to be incurious about any sort of industry that contributes much to the common good. A great authority recommends as part of a liberal education, the teaching and practice of some handicraft; something less may well suffice for the Normal school students. And yet their visits to works of Industry, under direction from the Normal school, as well as the lecture on physical science, though both limited in their scope, may fairly be considered as of the nature of actual technical instruction.

Lectures on teaching.

II. The principles and practice of teaching and school-keeping have engrossed more attention during the last year, than at any former time. To the second year students, the rector has given a course of formal lectures on these subjects—with the benefit of all the aid he could derive from some of the best foreign writers on Popular Education, Braun, Rendu, &c.; and to the students of the first year, a reduced course of the same sort. He adds commonly to the interest of his lecture by connecting the principles of which he speaks with the lives and characters of the men that mainly represent them. The effect is seen in the results of the Christmas examination on school management, which, for the last year, show a better per-centage of "excellent or good," than had been usual before. These lectures of the rector are occupied exclusively with the methods of tuition which are applicable to all subjects, and with other general principles of school management; such being the portion of this extensive subject which he has fitly chosen for himself.

Practice of teaching.

Another step in the course of his professional training brings the student into the practising school. The few formal lectures given in 1867 by each master of the practising department on the *special* methods applicable to the teaching of his subjects, have, after some trial, given place to actual examples of the teaching practised by each; the sufficiency of which is secured by the observations that follow from the rector. The rector adds that, "the work

" actually done by each student in the practising depart-
" ment is recorded at the end of each quarter, and the
" results expressed in a tabular form, show at once what
" the merits of the student as a practical teacher have been
" throughout the session." The greater attention given by the students during the last year to the practice of tuition was seen in the trial of their skill in that way as part of their examination for certificate. There was, in general, a marked improvement in the method and fulness of the lesson; and more frequently, the choice of the subject was made from Natural History or Natural Science, or some manufacturing art, showing more leaning to matters of useful or technical knowledge. The text-books from which they prepared for this exercise, were, among others, some of the advanced reading-lesson books; and there can be no doubt, that the habit of so fixing their attention upon the subject-matter of reading lessons must tend to produce the same among the children of the schools they are afterwards to have in charge.

It thus appears that the more regular instruction in the principles of teaching lately introduced has not had the effect of lessening the attention given to the practice of tuition, but the reverse. And this is well, for the science of such a subject cannot well remain long in its abstract state, and, without recourse to immediate examples in school practice, it may even be considered as of questionable importance—at least in that position.

Library: one of its uses.

It may still be noticed as part of the special instruction here given, that a library of school books and other school literature has been formed for the inspection and use of the students. On the comparative merits of these books, the students are not specially instructed by any of the masters, but the number of them affords to themselves a means of comparison which they would not otherwise have had; and this is matter of some moment, considering how often the choice of such books for the common schools is not the best, and how often the choice falls to be determined by the teacher.

Changes in teaching: (1) Mathematical geography.

(2) Industrial work.

(3) Subjects of the standards.

III. The changes that have taken place among the other subjects of instruction during the last year, are these: (1) the mathematical geography has received more attention from the fitter arrangement of placing it in the hands of the mathematical master; (2) in the Female Industrial Department less attention has been given to the ornamental and more to the merely useful branches of needlework, as shaping, cutting-out, making of wearing dresses, &c. for the student's own use; (3) the three primary subjects of Art. 48,

which, before were taught incidentally, have been raised more to the class of distinct regular branches in the practising department, a course of each being now given at a stated hour. This is an example that may well be followed in the common schools; and with reference to it, the rector in one of his lectures, quotes as follows from a distinguished foreign educationist:—

"I perceived how much higher a degree of interest and power is obtained by a persevering attention to the elementary parts, until they be perfectly familiar to the mind; and what confidence and interest the child is inspired with, by the consciousness of complete and perfect attainment even in the lowest stage of instruction. Never before had I so deeply felt the important bearing which the first elements of every branch of knowledge have upon its complete outline, and what immense deficiencies in the final result of it must arise from the confusion and imperfection of the simplest beginnings."

(4) Latin.

(4.) For the first time, all the male students in the course of the last year received some instruction in Latin. At all times it had been deemed desirable that this branch should be as well-established in the seminary as any other, seeing if for no other reason, that it was not uncommon in many of the schools which the students were afterwards to occupy. But the difficulty as often stated was that, on entering the seminary, few had any or sufficient knowledge of that subject; that one or even two years' attendance at the seminary could not do very much for them in that respect,—while other and even more essential matters claimed so much of their attention; and that at 19 or 20 years of age the study of that language commences commonly too late. It was found, however, that of the 31 males enrolled for session 1868, 17 had taken the Latin part of the examination paper, and that some of the rest were not ignorant of that subject. Here, then a better occasion had arisen than before for making this branch a subject of study at the seminary, especially as two of the 17 had already attended each two sessions at a university, and all had been pupil-teachers probably encouraged to the study of this branch by the examination upon it offered in each year of their apprenticeship. There was here, also, a better opportunity than had been given before, for establishing, in this respect, that threefold conformity which the managers have always sought to maintain betwixt the teaching of the seminary, the practice of the parish and other schools, and the requirements of the Code (67–8) in regard to the qualifications of candidates for admission, and of pupil-teachers.

Increased attention to that branch.

The students of both years were assembled for the Latin instruction in two classes, and the lessons occupied about two hours weekly. The managers are well aware how little in

these circumstances can thus be done for any very considerable progress in this branch.

Farther instruction desirable before entering seminary, or after leaving it.

They, however, have always considered that, outside of their seminary, the means of any needed secondary instruction are abundant, as at the universities, and they have greatly desired, that at least a select portion of the students should be enabled to obtain such instruction after they leave the seminary, if not before they enter. Of the 21 male students who left it in December last, several mentioned their ambition to have that advantage, and their expectation of getting it,—they having at the same time the requisite amount of attainment to meet an entrance examination for at least the Humanity class at a university. But the fact remains, that others who left the seminary equally well informed and equally capable, were without the same hope of being enabled to pursue their studies further. Could they be assisted to do so, an invaluable supplement would thereby be supplied to the Normal school teaching. The means of such assistance might, perhaps, be found in the school fund, were the public grant increased for success in any branch of the secondary instruction, in somewhat the same manner as provision is made for increase of the grant in the common schools under *Art. 54c*, and also in the same manner as special grants for encouragement to the higher branches are recommended by the Scottish School Commission.* In that case, an exception might be made to the rule as to the immediate acceptance by students on quitting the seminary, of offered employment as teachers. Educational institutions there are that thus provide for the university education of their most promising pupils, when they leave these institutions after the due time of their attendance there. Bursaries to the university from funds raised by voluntary subscriptions are awarded by County associations on the competitive examination of pupils sent from schools within the bounds of the respective counties. "Might not these "bursaries," says a student, "or some of them be granted "at the end of our normal training to the best of us who "may have come from schools in the county from which "the bursary proceeds." It need scarcely be added that a direct extension of the grant to the aid of students at the university, could that be obtained, would be the surest and best way of attaining this very desirable object.

In any event, the managers deem it indispensable that the term of attendance at the seminary should not be reduced, and also that during its continuance, it should not be partially

* Third Report, p. xi.

interrupted by transference of the students to any other seminary of whatever rank. Those qualified to enter the university are but few, without adding in a very unwelcome degree, to the merely elementary work of the university professors,—while the absence of the best qualified from the seminary would be of material disadvantage to the rest, and otherwise disturb the necessary arrangements. One instance indeed, there was of students during their stay at the normal school getting part of their instruction at a university. This was in 1853, when 10 students at the Edinburgh Normal School were selected to attend the lectures on Agricultural Science given by Professor Low in the University of Edinburgh. But the exceptional circumstances in that case were, that instruction of that kind was then deemed necessary in the particular state of the small possessions in the Highlands, and could not possibly be had at the normal school, and that it was given at the university, only at a late hour, after all the day's work of the normal school had been completed.

Reference to former teaching of Agricultural Science.

(5.) For the reasons formerly stated, the managers, at the close of the last session, recommended to the students to visit some of the well-taught schools in Glasgow and the neighbourhood, more resembling those which they will afterwards have in charge than the practising department of the Normal can possibly be. Some of them were visited accordingly,—and though the time so spent was but limited, the students cannot fail to profit by the examples of school practice which they there witnessed. It is now intended to offer and to urge the opportunity of seeing well-taught schools in the town and neighbourhood, not at the close, but occasionally in the course of the session, when it may be accepted by all and with more advantage.

Visits of students to other schools.

IV. It is plain, that the practising department must serve its purpose as a place of teaching for the students pretty much in the same degree in which it serves as a common school for the children that attend it. It was attended on the latest occasion of inspection by 754 children, and the examination under the six standards of the Revised Code give 97½ per cent. of passes overhead of the whole school. It is added in the special report that "the progress in religious knowledge, grammar, geography, and the rules of proportion, interest, and fractions, correspond pretty nearly to the progress in the subjects of the standards," and that freehand and map drawing, physical geography, British history, and vocal music are also among the subjects of instruction.

How far practising department serves its purpose as a branch of Normal school.

V. The results of the examination of students for certificate of merit held in December last, are as follows:— Results of examination for certificate.

—	Number presented.	Passed in 1st Class.	2nd Class.	3rd Class.	4th Class.	Failed.
Males - 2nd year -	21	9	8	4	—	—
Males - 1st „ -	29	15	14	—	—	—
Females - 2nd „ -	25	18	7	—	—	—
Females - 1st „ -	30	4	18	8	—	—
Total - -	105	46	47	12	—	—

The tabulated results of that examination show on the whole a marked improvement on the subject of school management. The per-centage of candidates who obtained marks of "excellent or good" on that subject in the two years 1867 and 1868, is as follows:—

—	1867.	1868.
Males - 2nd year - - -	4·16	—
Males - 1st „ - - -	16·66	27·57
Females - 2nd „ - - -	—	32·00
Females - 1st „ - - -	—	36·66

There is also a marked improvement in the geography of the second year females; but on the whole the per-centage of "excellent or good" on the subjects of geography and history continues low. The reading in History appears to have been again too little directed upon those parts of it which have happened to occupy the examination paper. "I wish," says the rector, "it could be thought suitable to "name in the syllabus some Standard text book or books for "this subject."

VI. The auditor supplies the appended account of the income and expenditure for the last year, showing a balance on 31st December last, in favour of the school fund, of 596*l.* 3*s.* 6*d.* Funds.

I have the honour to be, &c.

JOHN GORDON.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

ABSTRACT of ACCOUNTS from 1st January 1868 to 31st December 1868.

Practising Schools.

Dr. *Cr.*

CHARGE.	£	s.	d.	DISCHARGE.	£	s.	d.
To School Fees received -	1,105	9	8	By Teachers' Salaries - -	654	5	0
				„ Books, Apparatus, and Stationery - - -	20	10	2
				„ Fuel and Lights - -	27	3	4
				„ Replacement of Furniture, and Repairs to Building - - -	115	12	6
				„ Servants' Wages - -	28	10	0
				„ Household Expenses -	22	4	10
				„ Printing, Postages, and other Office Charges -	34	1	5
				„ Taxes, Insurance, &c. -	30	18	7
				„ Balance - - - -	172	3	10
	1,105	9	8		1,105	9	8

Training Department.

To Grants from the Committee of Council on Education - - -	3,091	0	2	By Balance on 1st January 1868 - - - -	80	9	11
„ Fees of Students paid by themselves or their relatives - - -	5	15	0	„ Salaries of Teachers -	1,126	5	0
„ Collections made in Churches for the General Purposes of the Training School -	250	0	0	„ Books, Apparatus, and Stationery - - -	275	0	6
„ Students for Books sold to them - - -	237	0	0	„ Printing, Postage, and other Office Charges -	42	3	0
„ Interest on Bank Account - - - -	9	12	3	„ Board of 1 Janitor, 105$\frac{5}{12}$ Students, and 3 Servants - - -	1,333	0	0
„ Balance from Practising Department - -	172	3	10	„ Wages of 4 Servants not engaged in Instruction - - - -	47	4	6
				„ Fuel and Lights - -	18	6	6
				„ Medical Attendance for 105$\frac{5}{12}$ Students - -	34	15	6
				„ Replacement of Furniture and Repairs to Buildings - - -	146	12	11
				„ Rent, Rates, Taxes, and Insurance - - -	25	12	10
				„ Household Expenses -	33	15	7
				„ Church Seats - - -	6	2	0
				„ Balance in Royal Bank, 586*l.* 18*s.* 6*d.*; in Treasurer's Hands, 9*l.* 5*s.* -	596	3	6
	3,765	11	3		3,765	11	3

LIST of STUDENTS who left the GLASGOW CHURCH OF SCOTLAND TRAINING COLLEGE, Christmas 1867.

I.—*Male Students.*

Names.	Appointments.
William Armstrong -	Assistant, Riccarton Parish School.
Ebenezer J. Blackwood -	Assistant, Wishaw Public School.
Neil Brodie - - -	Assistant, Lochwinnoch Parish School.
William Brown - -	Assistant, Gartsherrie Works School.
William Chalmers - -	Assistant, Keith School, Upper Keith, Haddington.

Names.	Appointments.
William Donald	Assistant, Crawfordjohn Parish School.
Daniel Forbes	Assistant, Dundyvan Academy.
David Frew	Grougar General Assembly's School, Galston.
Andrew Granger	Assistant, Airdrie Academy.
James Guthrie	Lovelane General Assembly's School, Dalry.
William Hume	Assistant, Lugar Iron Works School.
David Hutcheson	Assistant, Stirling Burgh School.
Thomas McCrorie	Burnside General Assembly's School, Dalry.
George McDougald	Newton General Assembly's School, Pencaitland.
James McMaster	Assistant, Hutchesontown Sessional School, Glasgow.
William McMenan	Assistant, Dundyvan Academy.
Hugh Martin	Assistant, Kilsyth Parish School.
Thomas Moffat	Assistant, Dunbarney Parish School, Bridge of Earn.
Thomas Morrison	Assistant, Hawick Grammar School.
Andrew Muir	Assistant, Eastwood Parish School.
William Pitcairn	Assistant, Falkirk Parish School.
Thomas Reid	Assistant, Mauchline Parish School.
James Shaw	Toward General Assembly's School, Dunoon.
James Struthers	Assistant, St. James's Parish School, Glasgow.

II.—*Female Students.*

Ann Addie	Infant and Industrial School, Ecclefechan.
Elizabeth R. Barr	Female Department, Denny Parish School.
Maggie J. Black	Female Department, Chalmers' Sessional School, Glasgow.
Jane Cameron	Crocketford Female Subscription School, Dalbeattie.
Janet Campbell	Lethnot School, Brechin.
Annie Ewing	Female Department, Girthon Parish School, Gatehouse of Fleet.
Janet Gibson	Female Department, St. Mungo's Freeland School, Glasgow.
Barbara Hastie	Female Department, Overtown Public Works School.
Annie Kerr	Dunlugas School, Banffshire.
Janet McClure	Drochduil Female School, Glenluce.
Agnes McConechie	Female Department, Oswald and Kirk Sessional School, Kirkintilloch.
Margaret McCreath	Female Department, Kirkoswald Parish School.
Annie McNaughton	Kersland Barony School, Dalry.
Catherine Mitchell	Assistant, Female Industrial School, Govan.
Mary Paul	Muirside Subscription School, Kinneil.
Mary Service	Assistant, Ardrossan Parish School.
Elizabeth Speirs	Female Department, Bridgeton Parish School, Glasgow.
Annie Stirling	Dickson's School, Paisley.
Catherine Taylor	Female Department, Cathcart Parish School.
Elizabeth Wilkie	Bargeddie Female School, Airdrie.

RESULTS of DRAWING EXAMINATION.—November 1868.

—	2nd Year.		1st Year.		Total.
	Males.	Females.	Males.	Females.	
Number taught - -	20	25	29	30	104
Number examined -	20	25	29	30	104
Number who passed in one or more subjects.	20	25	28	23	96
Number of certificates granted.	10	1	1	—	12
Number of prizes awarded-	17	4	19	7	47

NUMBER of STUDENTS.—Session 1868.

—	2nd Year.	1st Year.	Total.
Males - - -	21	29	50
Females - - -	25	30	55
Total -	46	59	105

APPOINTMENTS of STUDENTS who left December 1867.

—	Males.	Females.	Total.
Assistantships - - -	20	2	22
Subscription schools - -	—	2	2
General Assembly's schools -	4	—	4
Female departments in mixed schools.	—	11	11
Female Industrial schools -	—	5	5
Left the profession - -	—	—	—
Waiting appointments - -	—	—	—
Total - -	24	20	44

REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, JAMES CUMMING, Esq., LL.D., *on the* FREE CHURCH TRAINING COLLEGE, EDINBURGH.

MY LORDS,

IN submitting to your Lordships my report on the Edinburgh Free Church Normal school, I am glad to state generally that the operations of the institution have been conducted during the past year in a steady, skilful, and effective manner. The conduct of the students and of their instructors has been, so far as my observation and knowledge extend, creditable to themselves and satisfactory in relation to the public interests. General character.

There has been no alteration during the last year in the staff of lecturers and teachers. The principal has, as formerly, conducted the training in scripture and religious knowledge, and in methods of school instruction and management. Individual lecturers.

I devoted three days, from the 19th to the 21st October, to hearing the various lecturers. As there are four different classes of students, the males and females, senior and junior, I heard most of the lecturers discourse and examine on more than one subject. Thus the principal examined the junior male class on a passage on one of the Gospels in a clear and impressive manner, and I heard him also to the senior male students on school management on the formation of time-tables and the tripartite system. The exposition was simple, lucid, and interesting.

Mr. Steele lectured to the junior male students on the Greek verb, and, I have no doubt, helped to lay in the minds of many of them that accurate foundation of classical knowledge by which they may afterwards make the elementary school a stepping stone to the studies of the university. On another occasion I heard him examine the senior class in the "Merchant of Venice," directing his observations chiefly to the *language* of the poet—its etymology and the force of its particles.

Mr. Kennedy lectured on various subjects. One of these was English history. The period under consideration was the reign of Edward VI., and the class was that of the second year's female students. The subject was simply and deliberately treated, and seemed to have been carefully studied by the class. An examination by the same lecturer on astronomy was well prepared and adapted to the attainments of the class of senior male students.

I heard Mr. Lees instructing and examining the first year's male students in the higher rules of practical arithmetic. The students showed acquaintance with good methods and expertness in calculation. The same lecturer instructed the second year's students in the elements of trigonometry and the resolution of triangles. The subject seemed to interest the students and to be made intelligible to them.

In English and history I heard the junior female students taught by Miss Shanks, whose own observations were lively and well expressed, and calculated to improve the students.

Miss Millar still superintends the instruction in domestic economy, and Miss Cooper in needlework, with ability and good results.

Instruction in music

Besides a lecture by Mr. Strang on some peculiarities of ancient ecclesiastical music, to which I, as well as the students, listened with interest; I heard him on modulation, and witnessed the exercises of the students in writing to dictation, or rather to musical expression. I trust that this may be the foundation of a system of instruction in music in many of our common schools. I do occasionally hear in the course of my inspection of elementary schools the melodies and rounds which the teacher has acquired at the normal college, and I sometimes witness the use of the modulator, and it is not improbable that these exercises are more general than I am aware of, for the examination of what are commonly considered the *essential* branches of education often occupies so much of my time that I cannot find room for the ornamental branches, even if the scholars were in a condition to exhibit them. But I have no doubt that many of the teachers trained in this institution are qualified both by natural talent and acquired information to communicate musical knowledge and to cultivate musical taste among the pupils of a common school.

and drawing.

In relation to drawing, I have to repeat the strong opinion I formerly expressed of the talent, energy, and skill of Miss Ashworth. With respect to the ability of Mr. Hodder, the drawing *master*, instead of giving any opinion of my own, I beg to quote a statement with which I have been favoured by Mr. Paterson, the principal of the institution.

> "The Science and Art Department, South Kensington, in the course of the last year awarded money prizes to the most successful teachers connected with the Department throughout the country. The highest prize was one sum of 50*l*., which was given for the most satisfactory results of Art instruction as tested by the examinations of the Department; this prize was gained by Mr. Hodder."

Criticism lessons.

Besides hearing the lectures, I accompanied the principal to a specimen of the trial lessons of the students. Two of

these gave lessons to a class of the practising school on interesting subjects. When the lessons were finished, and the class withdrawn, one or two of the other students were allowed to express an opinion regarding them, and the principal himself concluded with remarks, both on the lessons themselves and on the criticisms of the students. This practice of criticism by fellow students is one of pretty ancient date, and is now less frequent than it once was. The chief advantage of it is probably to enable the presiding judge to correct erroneous ideas which have occurred to the juvenile critics. The observations of the principal himself were judicious and instructive.

Results tabulated.

The results of the annual training, as indicated by the numbers who passed in the December examinations, may be exhibited in a tabular form.

	Presented.	Passed.				Failed.
		1st Division.	2nd Division.	3rd Division.	4th Division.	
Males:						
Second year -	22	6	6	8	—	2
First year -	23	9	14	—	—	—
Females:						
Second year -	23	13	9	1	—	—
First year -	39	5	27	7	—	—
Total - -	107	33	56	16	—	2

This is scarcely so favourable as the results of last year. Yet that 89 out of 107 should have passed in the first or second division cannot be considered unsatisfactory.

Results in particular subjects.

When we look into the tabulated results on particular subjects, it will be found that on the most essential points the per-centage of passes is high, for example, on school management, teaching, religious knowledge, reading, penmanship, and arithmetic; and on the side of the female students, in needlework and domestic economy.

The female students of the second year still hold a prominent place in the first division. But among the male students it may be observed that those of the first year have, on the whole, obtained higher marks than those of the second. I trust that this argues well for the success of the senior class of the current year.

The results in regard to the examinations on history are still curious, and I do not pretend to account for them. The female students of the first year have only a per-centage of

10·25 who pass as fair, and none above that mark; while the male students of the same standing have 78·26 per cent. who rank as fair, and 8·7 who are reckoned good or excellent. A corresponding disparity between the male and female junior students exists in regard to geography; but of the female students of the second year, 73·92, or about three-fourths, rank as excellent or good, and the remaining fourth as fair in connexion with the same subject.

Employment of former students.

I beg leave to subjoin to this report a list which has been furnished to me of students who left this institution in the month of December of the years 1866 and 1867, with the schools to which they were appointed. From this list, as well as from the observations which I have already made, it will be apparent, I think, that the institution has done good service to the State. Amidst the schemes which are announced for the promotion of national education, I could wish that more distinct provision were made for the perpetuation of this benefit. Among the clashing interests and selfish and unworthy considerations which mingle themselves with the discussion of the national question, I wish that I saw the benefits of such institutions more clearly recognized. They have been the means of sending into the field of educational labour men and women of ascertained character, of fair attainments, of professional skill, such as I do not find any other system providing with equal certainty. It would be a sad day for the country if, amidst the whirl and strife of factions, such institutions should sink into feebleness and annihilation.

Importance of such institutions.

I have the honour to be, &c.

J. CUMMING.

To the Right Honourable
The Lords of the Committee of Council on Education.

APPENDIX.

LIST of all STUDENTS who left the EDINBURGH FREE CHURCH TRAINING COLLEGE in December of the years 1866 and 1867, with the Schools to which they were appointed.

December 1866.—*Male Students.*

Adamson, George P.	Portmoak Free Church School.
Archer, William	Assistant, Arbroath Parochial School.
Bissett, James	Assistant, Free South Church School, Aberdeen.
Boyd, John	Assistant, Free South Church School, Aberdeen.
Bruce, John	Assistant, St. Andrew's Presbyterian School, Birkenhead.
Clarke, Robert	Assistant, Kilblain Academy, Greenock.
Dall, Alexander	Assistant, Tillicoultry Academy.
Finlayson, Robert	Assistant, Langholm Free Church School.
Fitzgerald, James D.	Practising School, Moray House.
Gillies, Walter	Kinfauns Free Church School.
Graham, Robert	Assistant, Madras Academy, Cupar.
Hardie, James	Assistant, Free St. Paul's, Edinburgh.
Hislop, John	Brampton British School, Carlisle.
Jack, John	British School, Waterhouses by Crook.
Lamb, Alexander	Assistant, Forfar Academy.
Leitch, James	Collace Free Church School.
Low, James	Aberuthven Free Church School.
McGregor, Donald	Ecclefechan Free Church School.
Maclean, John	Hatherlow British School, Stockport.
Mauchline, Robert	Gisborough British School.
Mitchell, James	Assistant, Callander Free Church School.
Sharp, James	Fyvie Free Church School.
Sim, William	Assistant, Ferry-Port-on-Craig, Free Church School.
Spence, William	Kielder School, Falstone.
Smith, James K.	Assistant, Lochies School, Burntisland.
Stephen, James W.	Langholm Free Church School.
Sutherland, George	Private School, Oxford.
Watson, Robert	Mary-Culter Free Church School.

December 1866.—*Female Students.*

Anderson, Isabella	British School, Etruria.
Bain, Helen	Rothiemay Free Church School.
Blackhall, Mary	At home.
Boyek, Mary	Married.
Cruikshank, Jane	Kinmuck Free Church School.
Cuthbert, Mary	Bath Lane Union School, Newcastle.
Donald, Maggie	Pitcaple Free Church School.
Ferguson, Elizabeth	Assistant, West Fountainbridge School.
Fife, Margaret	Free Church School, Wick.
French, Margaret	Drumblade Free Church School.
Gibb, Elizabeth L.	Comrie Infant and Industrial School.
Hutcheson, Christina J.	Earlsferry Female School.
Johnstone, Elizabeth	Free New North Infant School, Edinburgh.
Johnstone, Mary Anne	Assistant, Wilson Territorial School, Dundee.
Leitch, Jane	Infant Department, Public School, Wishaw.

McIntyre, Margaret	-	Chesterfield National School.
McRae, Catherine	-	Upper School, Home and Colonial, Gray's Inn Lane.
McRostie, Margaret	-	Free Tolbooth Female School, Edinburgh.
Meek, Jessie	-	Assistant, Private School, Kendal.
Moir, Maria Scott	-	Lady Kintore's School, Inverurie.
Nicholson, Isabella	-	Haltwhistle School, near Hexham.
Phillips, Sarah	-	Undenominational School, Birmingham.
Robb, E. B.	-	Private School, Kendal.
Robertson, Isabella	-	Thurso Free Church School.
Smith, Elizabeth M.	-	Dead.
Thomson, Jane	-	Panmure Institute, Carnoustie.
Wilson, Jane	-	Free High Church School, Edinburgh.

December 1867.—*Male Students.*

Anderson, James	-	Assistant, East Free Church School, Aberdeen.
Davidson, Robert	-	Chapel Free Church School, Dunikier.
Fairbairn, James	-	Roslin Free Church School.
Falconer, Alexander	-	Assistant, Presbyterian School, Woolwich.
Ferrier, James	-	Girvan Free Church School.
Fraser, James	-	British School, near Manchester.
Fyfe, Miller	-	British School, Darlington.
Galbraith, Adam	-	Salford Presbyterian School, Manchester.
Geddes, Robert F.	-	*British School, Waterhouses by Crook.*
Jackson, James	-	*Assistant, Presbyterian School, Manchester.*
Keys, William	-	*Forgue Free Church School.*
Low, Alexander	-	*Practising School, Moray House.*
McDougall, Robert	-	*Gargunnock Free Church School.*
McIntosh, Robert A.	-	*Fort William Free Church School.*
McKenzie, Donald	-	Assistant, Educational Institute, Lerwick.
McLaren, Thomas	-	Assistant, Private School, Sunderland.
Robertson, John	-	Assistant, Woodside Free Church School, Aberdeen.
Robin, Peter	-	Burnside School, Fife.
Sutherland, John	-	Canisbay Free Church School.
Todd, Andrew	-	Culsalmond Free Church School.
Tough, James	-	Assistant, Abbey Academy, Dunfermline.

December 1867.—*Female Students.*

Anderson, Agnes	-	Mossie Hillock School, Banchory.
Boyd, Jane	-	Carnoustie Subscription School.
Burt, Mary	-	Assistant, Thurso Industrial School.
Cadenhead, Margaret	-	Stornoway Free Church School.
Carstairs, Isabella	-	South Leith Free Church School.
Donaldson, Margaret	-	Armadale Free Church School.
Giles, Jane	-	Assistant, Dr. Bell's Female School, Aberdeen.
Gordon, Agnes	-	Junior Department, Freuchie Subscription School.
Hall, Jessie L.	-	Stoney Wood Works School, Aberdeen.
Hall, Mary Anne	-	Dead.
Hill, Sarah E.	-	Female Department, Kilpatrick Parish School.
Howden, Agnes	-	Infant School, Oakview, Alderley Edge.
Hughes, Jessie	-	Assistant, Private School, Bath.
Hume, Annie	-	Infant Department, Pilrig Free Church School.
Jack, Mary D.	-	Ladhope School, Princes Street, Galashiels.

Jackson, Elizabeth	Bradford Road Methodist School, Manchester.
Johnstone, Helen	St. Ninian's Infant School, Leith.
Leslie, Jane	Castle Street Mission School, Montrose.
McGlashan, Annie	Infant Department, East Free Church School, Aberdeen.
McKenzie, Charlotte	Stocksbridge School, Sheffield.
McKinnon, Jessie	Female Department, East Linton Parish School.
McLagan, Sophia	Nellfield School, Clifton Hall, Ratho.
Mathieson, Mary	Porthill School, Aberdeen.
Nisbet, Mary Anne	Edgbaston Undenominational School, Birmingham.
Reid, Eleanor	Harrow Hill School, near Carlisle.
Reid, Eliza	Infant Department, Langholm Free Church School.
Reid, Mary	Female Department, Alva Academy.
Scott, Annie B.	National School, Loose Hill, Staplehurst.
Sloan, Janet A.	Parkhill School, New Machar.
Stevenson, Agnes	Colliery School, Motherwell.
Sutherland, Jemima	New School, Bonnyrig.
Todd, Annie	Burnley National School, Lancashire.
Wallace, Barbara	Midcalder Female School.
White, Jessie	Mr. Cadell's School, Grange.
Whittet, Joan	Valleyfield Infant School.

REPORT, *for the Year* 1868, *by Her Majesty's Inspector*, CHARLES E. WILSON, Esq., M.A., *on the* FREE CHURCH NORMAL SCHOOL, GLASGOW.

MY LORDS, Glasgow, March 1869.

IN accordance with your Lordships' instructions I have the honour to present my report on this institution. The inspection took place in May and October, and occupied my whole time for eight days.

Number of students.

I found in regular attendance 88 students, distributed as follows:—

MALES.	
First year	19
Second year	13
	32
FEMALES.	
First year	33
Second year	23
	56

There were thus five male students less, and one female student more than in 1867.

These may be further divided into two classes, viz.:—

1. STUDENTS HOLDING CHURCH BURSARIES.

Males.	
22, each	£24
10 „	20
Females.	
19, each	£18
19 „	15

2. ORDINARY, OR SELF-SUPPORTING STUDENTS.

Female	18

Health of the students.

In reference to the important subject of the health of the students, I have been favoured with the following statement by Dr. Adams, the medical officer.

"62, Cambridge Street, Glasgow,
"29th October 1868.

"REGARDING the state of the health of the students attending the Free Church training college, I have to report, that at no former period, has it been so uniformly good. There has been no death, nor have there been any cases of serious illness. Such instances of indisposition as have occurred have been of trivial nature and of short duration.

(Signed) "JAMES ADAMS, M.D.,
"Medical Officer of the College."

Christmas examination.

Owing to the retirement of Professor Black, Mr. Kerr had to conduct the Christmas examination at Aberdeen.

I was thus deprived of his valuable co-operation, which I had enjoyed for seven years. His place, however, was well supplied by my friend Mr. Keddie, F.R.S.E., who was appointed by your Lordships to give me the necessary assistance. The male candidates, under my own superintendence, met in the senior school, the largest room in the institution, while the female candidates assembled in the upper hall of the college under the superintendence of Mr. Keddie. This arrangement was found very convenient and satisfactory to all parties.

Staff. During the past year, there has been no change in the staff of the College department; and the only change in the staff of the Practising schools has been the appointment of Robert Johnstone as junior master in the Model Village School. For the names, &c., of the officers of the institution, I beg leave, therefore, to refer to the lists given in my report for last year. (Report, &c., for 1867–68, p. 601.)

Time Tables.

Analysis of time tables. The distribution of time among the various subjects of study may be seen from the following analysis of the time-tables in use in the College department.

Analysis of Time Tables, showing the Distribution of the Hours of Study for One Week.

Subjects.	Male Students.		Female Students.	
	First Year.	Second Year.	First Year.	Second Year.
	Hours.	Hours.	Hours.	Hours.
Holy Scriptures and Catechism	3	3	3	3
School management	2	2	2	2
Teaching	2	3	3	4
Arithmetic	4	4	3	3
Mathematics	2	3	—	—
Grammar and composition	3	3	3	3
Geography	3	3	3	3
History	2	2	2	2
Drawing	2	1	2	2
Reading	1	1	1	1
Penmanship	1	1	1	1
Latin	3	3	—	—
Political economy	3	3	—	—
Vocal music	2	2	2	2
Sewing and cutting out	—	—	3	2
Domestic economy	—	—	2	2
Totals	33	34	30	30

It thus appears that the arrangements of the course, and the distribution of time are the same as those given in my report for last year, and require no special remark.

Instruction.

In the course of the year I had repeated opportunities of seeing the methods pursued by the Lecturers and have much pleasure in expressing my satisfaction with the general way in which the work of instruction is conducted in the different classes.

Religious instruction. The lectures which I heard from the Principal were on the geography of Palestine as connected with the distribution of the Land by Joshua, and on the shorter Catechism, with special reference to its analysis, and the best mode of teaching it to young children. On both occasions I was much pleased with the clear, concise, and able way in which the subject was handled, and made specially subservient to the end in view.

Arithmetic and mathematics. I heard Dr. Kerr lecture, with his usual ability, to the male students of the first year on the present worth of stocks, &c., and to those of the second year on geometry in connection with the 6th book of Euclid.

Geography and history. The classes for these subjects continue to be conducted by Dr. Dick. I heard him lecture on "temperature as "affecting climate," and on a part of the history prescribed in the syllabus. His lectures are clear, methodical, full of interesting and useful information, and well calculated to prepare the students for their future work as teachers.

Grammar and composition. Instruction in these branches is given by the Principal and Dr. Dick. I heard a lecture from the former on paraphrasing and parsing. His remarks and illustrations were most judicious, while the intelligent readiness, with which the students responded to the various questions, showed clearly how much they had profited under his able tuition.

Reading and recitation. These exercises (under the direction of Mr. Boyd) were performed in a way highly satisfactory. I was specially struck with the great progress of the Gaelic-speaking students of the second year. They had all but overcome that peculiarity of tone and pronunciation characteristic of the Highlander, and recited many passages with a degree of taste and expression, which, in the circumstances, I was not prepared for. The recitation exercise is most valuable. It may seem, and no doubt is, irksome to commit to memory several hundred lines of prose, or poetry, but the gain is so manifest, and the educating influence so great, that I hope to see it more generally introduced into the common school by the agency of those, who must be conscious of the benefit which they themselves have derived from it.

Teaching. The lessons given by the students were quite equal to those of former years. The notes of the prepared lessons

were carefully drawn up, and so neatly written out, that I felt a pleasure in reading them before hearing the lesson given by the student. This is a valuable addition to the exercise, and a guarantee that a certain range of subjects has been mastered, and much useful information acquired during the session.

Practising schools.

The practising schools continue to be conducted with the same ability and success, to which I have so often directed attention in former reports. At the time of my visit in February last, I found in average attendance 631 children, while 704 were present on the days of inspection, and 521 names were entered in the examination schedule, as having completed the required attendances, and fulfilled Articles 40, 47. The per-centage of failure (reading, 1·20; writing from dictation, 11·32; arithmetic, 4·09) though in excess of last year, will still bear favourable comparison with any school of the same size, and attended by the same class of children.

Results.

These are seen in the published class lists, and in the demand for the services of the students, who have completed their course of training in the college.

The following summaries furnish the necessary information under both heads:—

Results of examination of students.

Candidates.	Examined Christmas 1868.	1st Class.	2nd Class.	3rd Class.	4th Class.	Failed.	Per-centage successful.
Male students, 1st year -	18	11	7	—	—	—	100·0
„ „ 2nd „ -	12	5	6	1	—	—	100·0
Female students, 1st year -	33	2	21	8	2	—	100·0
„ „ 2nd „ -	23	7	12	4	—	—	100·0
Totals - -	86	25	46	13	2	—	100·0

Thus out of 86 candidates only two are found in the 4th class, while there is no failure. It may be further observed that of these 86, 71, or 82½ per cent. are in the 1st and 2nd class. This is a very gratifying result, and (to repeat a remark made in my last report) one scarcely to be looked for in an institution, where the number of Highland students on the male side bears such a large proportion to the number in attendance.

On further, and more minutely analyzing the results of the Christmas examination, it appears that,—

1. The male students of the 1st year pass *very well* in Bible, Catechism, arithmetic, school management, reading

and repetition, spelling, penmanship, history, and geography; *well* in grammar, composition, and economy; *very fairly* in Euclid, and music; while in mental arithmetic their standing is *low*.

2. The male students of the 2nd year rank *very high* in Bible, Catechism, reading and repetition, spelling, penmanship, and teaching; *well* in grammar, composition, school management, and economy; *very fairly* in arithmetic, Euclid, and music; *pretty fairly* in geography; while in history, and mental arithmetic the majority are below *fair*.

3. The female students of the 1st year pass *very well* in school management, Catechism, domestic economy, reading and repetition, and spelling; *well* in Bible, penmanship, mental arithmetic, and needlework; *very fairly* in arithmetic, and music; while in composition, and geography the majority are below *fair*; and in grammar, and history their standing is *low*.

4. The female students of the 2nd year rank *very high* in reading and repetition, spelling, needlework, domestic economy, and teaching; *well* in geography, penmanship, Catechism, Bible, mental arithmetic, and school management; *very fairly* in arithmetic, and composition; *fairly* in grammar, music, and history.

II.

Demand for trained teachers.

The number of male students, who finished their training at Christmas 1867, was 25. These have been disposed of as follows:—

Appointed to schools in Scotland - -	23
„ „ England - -	1
Emigrated - - - - -	1
	25

The number of female students, who finished their training at Christmas 1867, was 28. These have been disposed of as follows:—

Appointed to schools in Scotland - -	22
„ „ England - -	3
„ „ Ireland - -	1
Engaged in private teaching - -	2
	28

Examination for Admission.

Results of the examination for admission.

It may be interesting to present in tabular form the results of the recent examination for admission.

Candidates.	Number examined.	1st Class.	2nd Class.	Failed.	Per-centage suc-cessful.
Males, pupil-teachers -	11	3	4	4	63·63
„ not pupil-teachers -	12	0	3	9	25·00
Females, pupil-teachers -	12	10	2	0	100·00
„ not pupil-teachers	29	12	14	3	89·65
Totals - -	64	25	23	16	75·00

It thus appears that of 11 male pupil-teachers four, or rather more than 36 per cent., failed; while of 12 female pupil-teachers all were successful, and 10, or 83 per cent., were in the first class. As regards the non-pupil-teachers, of 12 males (principally from the remote Highlands and Islands) nine, or 83 per cent., failed, and none were in the first class; while of 29 females only three, or 10 per cent., failed, while 12 were in the first class.

In conclusion, I beg leave to call attention to the unusually large per-centage of failures among the male pupil-teachers. For this several causes may be assigned: the present unsettled state of the education question; the high price of juvenile labour in the mining and manufacturing districts; the yearly engagements, and the consequent want of interest in each other on the part both of master and apprentice. These causes are founded in fact, and have doubtless all contributed to bring about the present unsatisfactory state of matters. In my own district, while the general educational platform has been slowly, but steadily rising, that of the male pupil-teacher has been as steadily falling. Year after year, I have to admonish an increasing number, and not unfrequently to advise the removal of some, either from proved incapacity, or persistent negligence; while their places are rarely filled by any of the more advanced and talented pupils. Any number of girls may be had, but boys of the *right sort* seldom offer themselves. This is much to be regretted, and I trust that the Bill, recently introduced into the House of Lords by His Grace the Duke of Argyll may, by settling the vexed question of National education, so determine the future position of the schoolmaster, as to make the office an object of ambition to that class, from which the pupil-teacher was formerly derived.

I have the honour to be, &c.

CHARLES E. WILSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

REPORT, *for the Year* 1868, *by Her Majesty's Inspector, the* Rev. T. WILKINSON, A.M., *on the* EPISCOPAL CHURCH NORMAL SCHOOL, EDINBURGH.

MY LORDS, March 1st, 1869.

I HAVE the honour of transmitting my report of the Edinburgh Episcopal Normal College for Females for the year ended August 1868.

Date of examination of college.

The institution was examined by me on the 22nd, 23rd, and 24th of June last, and as the staff of officers, the course of studies, and the general arrangements of the household continued very much the same as in the preceding year, my report will necessarily be brief, and it will be unnecessary therefore to address to your Lordships any lengthened detail of an institution which continues to exhibit so many features of excellence and of adaptation to the furtherance of the object contemplated by your Lordships' regulations in regard to normal colleges.

Report more brief than formerly.

Accommodation.

The accommodation is for 26 students; I found 17 in residence, classified thus,—

First year's students - - -	12
Second year's students - - -	5

Terms.

The terms on which students are admitted are described in a circular issued by the principal of the college.

Premium.

A premium of 3*l.* entitles every student after the passing of the government examination for admission, to board and tuition for a period of two years, together with all the other advantages offered by the college; this premium is conditionally returned to the students at the expiration of their term of residence for two years.

Conditionally returned to students.

Terms to private students.

Private students, *i.e.*, who decline the examination, or who fail in it, pay about 18*l.* a year.

State of premises.

The premises at Lochrin House continued to present the same excellent appearance as in the preceding year, and in some of the dormitories an improved arrangement was evident.

The students conducted themselves with great propriety; the dietary was very good and wholesome, and the times of recreation and of repose were satisfactorily adjusted.

Teachers and subjects for each.

The following table shows the names of the teachers, and the distribution to each of the several subjects of instruction.

Rev. C. Smith, A.B., Principal, Religious Knowledge and Liturgy, English Language and Literature, History.
D. Chisholm, Esq., Vice-Principal, Arithmetic, Geography, Music.
Miss Bowden, School Management, Domestic Economy, Sewing, &c., &c.

Teaching, training, and lectures good.

The teaching and training of the students are carried on with much energy and success by the several teachers. The lectures given in my presence respectively by the Rev.

Principal, the vice-principal, and the normal mistress, were marked by great judgment and good sense, and with excellent effect on the students, who appear in every way sensible of the confidence which is placed in them.

The time allotted to the different subjects of instruction, and for recreation, is exhibited in the following time table. Time table.

TIME TABLE.

——	——	7 A.M.	8 15 A.M.	9 A.M.	9 30 A.M.	10 15 A.M.	11 A.M.
Monday -	Seniors	Arithmetic (2)	Breakfast.	Prayers.	Geography (2)	Drawing (2) -	Scripture (1).
	Juniors	Do. (2)			Scripture (1) -	Scripture (1) -	Drawing (2).
Tuesday -	Seniors	Arithmetic (2)			Perspective (2)	Geography (2)	Grammar (1).
	Juniors	Do. (2)			Grammar (1) -	History (1) -	Geometry (2).
Wednesday	Seniors	Arithmetic (2)			Geography (2)	Drawing (2) -	Liturgy (1).
	Juniors	Do. (2)			Liturgy (1) -	Liturgy (1) -	Drawing (2).
Thursday -	Seniors	Arithmetic (2)			Perspective (2)	Geography (2)	Grammar (1).
	Juniors	Do. (2)			Grammar (1) -	History (1) -	Geometry (2).
Friday -	Seniors	Arithmetic (2)			Geography (2)	Drawing (2) -	Scripture (1).
	Juniors	Do. (2)			Scripture (1) -	Scripture (1) -	Drawing (2).
Saturday -	- -	Private Study			Examination.		

continued.

——	——	11 45 A.M.	12 30 P.M.	1 30 P.M.	2 30 P.M.	5 P.M.	6 P.M.	6 30 P.M.	7 15 P.M.	9 15 P.M.	9 30 P.M.
Monday -	Seniors	Scripture (1).	Dinner.	Scripture (1).	Recreation.	Private Study.	Private Study.	Tea.	School Management (3).	Supper.	Prayers.
	Juniors	Geography (2).		Do. (1)		Do.			Do.		
Tuesday -	Seniors	History (1)		Composition(1).		Music (2).			Private Study.		
	Juniors	Geography (2).		Do. (1)		Do.			Do.		
Wednesday	Seniors	Liturgy (1)		Scripture (1).		Private Study.			Domestic Economy (3).		
	Juniors	Geography (2).		Do. (1)		Do.			Do.		
Thursday -	Seniors	History (1)		Composition(1).		Music (2).			Private Study.		
	Juniors	Geography (2).		Do. (1)		Do.			Do.		
Friday -	Seniors	Scripture (1).		Scripture (1).		Music (2).			Needlework (3).		
	Juniors	Geography (2).		Do. (1)		Do.			Do.		
Saturday -	- -	Examination.		Recreation.					Private Study.		

——	8 15 A.M.	9 A.M.	9 30 A.M.	10 30 A.M.	1 10 P.M.	2 P.M.	5 30 P.M.	6 15 P.M.	9 P.M.	9 30 P.M.
Sunday -	Breakfast.	Prayers	Private Study.	Church	Dinner	Recreation.	Tea	Church	Supper	Prayers.

(1) Principal. (2) Vice-Principal. (3) Model Mistress.

Reading and recitation.

Both the reading and the recitation of the young women were highly creditable; the latter exercise being of recent introduction, and being exceedingly valuable.

Lessons in practising school.

The lessons given in the practising school were, on the whole, as good as any I have ever heard under similar circumstances, and many of them were cleverly and neatly illustrated on the black-board; the notes of lessons in two cases were extremely well drawn up, and very well dilated upon in the lesson; than these two I have seldom seen better exercises.

Notes of lessons.

State of practising school.

The practising school in connexion with the episcopal college continues to present the same feature of excellent organization and management as in the preceding year; and with regard to the means supplied to the students to acquire practical facility and experience in teaching, the following report has been given to me by the normal mistress as to the methods adopted for securing this most important end:

Normal mistress's report.

> The students have all spent sufficient time in the practising school to give them a knowledge of the art of teaching, and during that time have been occupied in the regular duties and work of some portion of the school, while the lessons given in the different branches of elementary instruction have been directed and superintended by the normal mistress.
>
> June 24, 1868. E. BOWDEN.

Health, &c. of students.

The health of the students during the last year has been remarkably good and uninterrupted, and nothing can exceed the kindness, care, and judgment with which the whole domestic establishment is superintended, and the comfort and well-being of the students consulted by Mrs. Chisholm.

Result of the examinations.

The following is the result of the recent examinations for admission to the normal college and for certificates of merit.

ADMISSION CANDIDATES.

Table I.

Number.	Passes, 1st Class.	Passes, 2nd Class.	Failure.
11	5	5	1

CERTIFICATE CANDIDATES.

First Year's Students.

Table II.

Number.	First Class.	Second Class.	Third Class.	Fourth Class.	Failure.
12	1	7	4	0	0
Second Year's Students.					
5	1	4	0	0	0

It only remains that I should add one or two general remarks on the foregoing statement. Conclusion.

Table I. exhibits a very satisfactory result, the proportion of passes to failures, and of numbers in the first class, being unusually great. Table II. presents a very gratifying conclusion of the year's work of the college, and gives to your Lordships a proof of the efficiency of an institution which has been supported by public aid for many years past, and for a continuance of which assistance I now beg leave respectfully to recommend it.

I have the honour to be, &c.

T. WILKINSON.

To the Right Honourable
The Lords of the Committee of Council on Education.

Appendix No. 3.

List (under Counties) of Elementary Schools, aided from the Parliamentary Grant up to 31 December 1868:

1. For Building or Fixtures. In all these cases, unless marked with an asterisk * (grant from the Treasury before appointment of a Committee of Council on Education), the right of inspection is permanently secured by deed.
2. For Annual Maintenance. In these cases, if there has been no grant for Building or Fixtures, the right of inspection is limited to the continuance of aid.
3. For Books, Maps, and Apparatus. These grants have not been made since 1861. The managers receiving them engaged that the school should be open to inspection for seven years. The schools which have received no other grant are distinguished by ‡ prefixed.

ENGLAND.

Note.—N. or Ch. denotes that the School is in connexion with the *National Society*, or with the *Church of England*; B., with the *British and Foreign School Society*; W., *Wesleyan Methodists' Conference*; R., *Roman Catholic Poor School Committee*; P., that it is a *Parochial* School; and U., a *Poor Law Union* School.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.†	Amount.
	Bedfordshire.	£ s. d.		£ s. d.
181	Ampthill - N. 7	284 17 6	120	48 0 0
			29	7 12 6
181	Ampthill - B. 6	190 0 0	86	40 16 2
180	Arlsey, St. Peter's - N. 10	334 4 0	100	42 0 5
182	Aspley Guise N. 7	273 10 0	106	63 2 2
			30	9 15 0
182	Aspley Guise B. 6	- - -	62	26 5 10
			a	
179	Barford, Great - N. 11	213 0 0	79	40 18 4
			21	7 15 10
			73	36 1 0
			12	4 3 4
179	Bedford, Hawes St. - - - 11	- - -		*b*
179	Biddenham - N.	*45 0 0		
	,, - ,,	65 0 0		
180	Biggleswade N. 11	*150 0 0		*b*
	,, - ,,	142 5 3		
180	Biggleswade B. 7	- - -	214	119 5 8
183	Billington - N. 7	146 0 0	24	10 15 0
179	Bletso - N.	100 0 0		
180	Blunham - N.	52 0 0		
184	Caddington Ch. 10	334 0 0	55	10 5 2
180	Caldecote, (Upper) - N. 11	176 0 0	78	32 12 0
180	Clifton, All Saints' - N. 11	- - -	127	56 0 8
			25	5 7 10
181	Clophill - N.	*50 0 0		
179	Colmworth - N. 10	63 10 0	27	8 8 5
	Bedford—*cont.*	£ s. d.		£ s. d.
181	Cranfield - N. 7	*[illegible] 0 0	133	61 5 5
			28	6 16 8
184	Dunstable, Ashton - 10	*85[illegible] 0 0	202	120 16 10
184	Dunstable - W. 6	- - -	156	91 18 10
184	Dunstable, Station End Branch - W. *c*			
180	Dunton - P. 11	213 0 0	70	33 8 10
183	Eaton Bray - N.	72 0 0		
183	Eaton Bray - W. 7	209 10 [illegible]	49	32 13 6
178	Eaton Socon N. 6	561 10 0	145	69 8 9
182	Eversholt, N. and Infant - 6	122 2 6	107	54 3 9
			37	11 9 3
180	Everton and Tetworth - N. *d*	*42 0 0		
179	Felmersham N.	110 0 0		
181	Flitwick - N.	38 5 0		
179	Goldington, Infant and Mixed - Ch. 11	- - -	10[illegible]	5 9 6
179	Harrold - N. 7	267 10 0	109	60 1 10
			46	12 6 3
183	Heath and Reach - N. 6	266 0 0	63	28 15 4
180	Henlow - N. *d*			
182	Hockliffe - N. 7	144 0 0	64	2[illegible] 0 2
184	Houghton Regis - N.	419 0 0		

† Where *two* numbers are given, the *latter* denotes Evening Scholars.

a For two years. *b* Due, but not yet paid. *c* School closed. *d* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	BEDFORD—*cont.*	£ s. d.		£ s. d.
182	Husband Crawley - -Ch. 11	- - -	70	40 6 9
184	Hyde, East (The Hyde School) - 7	- - -	52	26 11 8
179	Kempston, Ch. End - N.	143 10 0	70	23 10 8
179	Kempston, Middle, Mixed - 11	- - -	56	15 15 0
179	Kempston, Up. End, Infts. N. 11	270 0 0	108	51 15 0
179	Keysoe - N.	42 0 0		
180	Langford, Mixed -	91 13 9		
183	Leighton Buzzard - B. 6	- - -	109	43 7 6
183	Leighton Buzzard, Infants - 6	75 0 0	116	46 10 0
181	Lidlington - N. 10	- - -	91	50 11 5
	" - "	- - -	41	12 15 10
184	Luton - N. 10	*145 0 0	345	168 9 4
	" - "	1,379 0 0	32	6 13 4
			62	19 8 4*a*
184	Luton, Girls N. 10	- - -	93	43 15 2
			48	13 8 7
184	Luton, Boys B. 6	- - -	121	68 6 8
184	Luton - W. 6	- - -	211	95 18 8
181	Marston Moretaine and Lidlington N. 7	160 0 0	102	51 17 6
			21	7 5 10
181	Maulden - N. 7	110 0 0	83	36 15 6
180	Meppershall N. *b*	*40 0 0		
181	Millbrook, Infants - N. 10	- - -	54	25 11 0
180	Northill - N. 11	- - -	54	20 10 0
179	Oakley - Ch. 10	- - -	25	13 3 6
179	Pavenham - Ch. 7	- - -	87	47 5 6
			19	5 0 10
171	Poddington N. 6	50 0 0	78	61 0 0
			39	12 17 6
181	Pulloxhill - N. 6	149 10 0	76	36 12 0
179	Renhold Ch. 11	187 1 3	64	27 12 8
			54	29 3 2
182	Ridgmont Ch. 6	- - -	38	11 1 8
182	Ridgmont - W. *c*			
179	Riseley - N.	103 0 0		
179	Roxton - N. 11	188 0 0	67	30 6 2
180	Sandy - N. 11	- - -	135	62 7 0
181	Shillington - N. 4	302 8 0	96	41 15 10
181	Silsoe - - Ch. 6	- - -	84	35 1 4
178	Staughton, Little - N.	50 0 0		
181	Steppingley N.			
179	Stevington - B. 7	- - -	42	27 14 6
			8	3 0 0
184	Stopsley - N.	232 4 0		
180	Stotfold - N. 6	193 0 0	*d*	
182	Tebworth - N. 6	297 0 0	25	*d*
182	Tebworth - W. 7	- - -	44	22 3 10
			31	7 15 10
178	Tilbrook - N.	142 0 0		
182	Toddington - N. 6	439 4 0	97	49 5 0
			25	9 5 10
182	Toddington - W. 7	477 0 0	90	51 12 4
			12	4 10 1

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	BEDFORD—*cont.*	£ s. d.		£ s. d.
179	Turvey - N. 10	407 10 0	95	49 1 7
			60	18 9 2
181	Westoning - N. 6	85 0 0	56	30 13 3
			23	6 14 2
179	Wilden, Endowed - N.	101 5 0		
179	Wilshampstead - N.	111 0 0		
182	Woburn (Free) B. 6	- - -	179	101 18 4
			17	6 19 2
179	Yelden - N.	81 0 0		
	BERKSHIRE.			
123	Abingdon - N. 12	- - -	44	*e*
123	Abingdon, Infant - Ch. 7	151 0 0	108	49 10 4
123	Abingdon - B. 6	- - -	268	146 3 4
123	Abingdon - R. 5	- - -	73	31 14 6
126	Aldermaston Ch. 1	- - -	64	31 13 8
123	Appleton - N.	*35 0 0		
128	Arborfield - N.	65 0 0		
130	Ascot Heath N. 6	385 5 0	134	69 8 2
122	Ashbury - N. 6	119 0 0	60	37 16 2
125	Aston-Tyrold N.	54 0 0		
116	Beech Hill - N. 12	- - -	29	12 18 6
126	Beenham - N.	36 0 0		
128	Berkshire Reformatory, at Three Mile Cross.			
130	Binfield - Ch. 6	- - -	120	60 16 0
129	(Bray) Boyne Hill - Ch. 6	- - -	87	48 4 3
130	Bracknell - Ch. 6	150 0 0	88	31 14 4
126	Bradfield - Ch. 1	- - -	79	51 17 0
129	Bray - - N. 6	- - -	90	33 11 3
129	Bray, Holyport - N. 6	252 0 0	87	54 9 8
125	Brightwell - N. 12	50 18 8	92	48 15 10
			37	7 12 6
120	Brimpton - Ch. 1	- - -	43	8 3 4
130	Broadmoor Asylum (Children of Servants') - 6	- - -	54	26 17 6
122	Buckland - N. 7	321 0 0	67	20 5 0
126	Burghfield - N. 1	20 10 0	41	11 16 11
124	Challow, East N.	144 0 0		
124	Charlton (Branch of Wantage) - N.			
120	Chieveley, North Heath N.	*75 0 0		
124	Childrey - W.	106 0 0		
125	Cholsey - N. 6	*62 0 0	86	40 19 0
131	Clewer - N. 3	- - -	79	*d*
122	Coleshill (Earl of Radnor's).			
129	Cookham - N.	368 0 0		
129	Cookham Dean - N. 6	125 9 0	105	49 3 2
			16	4 8 4
123	Cumnor - N. 12	434 0 0		*f*
124	Denchworth N. 3	170 0 0	28	17 2 6
123	Drayton - N. 12	124 0 0	57	26 3 6
128	Earley - - N. 3	- - -	67	34 17 10

a Addition to evening school grant for 1867. *b* Removed from inspection. *c* School closed.
d Grant refused under Article 52 *d*. *e* Grant refused under Article 51 *a*. *f* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	BERKS—*cont.*	£ s. d.		£ s. d.
121	Eastbury - N.	218 0 0		
126	Englefield Ch. 1	- - -	38	10 19 5
122	Faringdon, Infant - Ch. 1	- - -	125	63 0 8
122	Faringdon, Girls - - 1	- - -	50	14 19 5
122	Faringdon - B. 2	- - -	84	38 7 8
124	Fawley - Ch. 3	160 16 0	44	9 4 11
123	Fyfield - N.			
120	Greenham - N. 7	16 15 0	53	33 2 6
124	Hampstead Norris - N.	68 0 0		
124	Hanney - N. 3	177 11 0	86	23 18 5
124	Harwell - N. 3	*50 0 0	56	12 4 0
124	Harwell - W. 6	- - -	44	18 4 2
124	Hendred, East - - N. 3	173 0 0	87 19	31 3 0 5 14 2
124	Hendred, East, St. Amand's R. 5	228 12 0	43	17 5 0
124	Hendred, West - N. 3	153 5 8	42	12 7 4
124	Hermitage, Village - 7	106 4 3	46	21 10 0
123	Hinksey, North - Ch.	133 0 0		
122	Hinton Waldrist - - N.	*30 0 0		
121	Hungerford N. 2	- - -	156 42	76 2 8 13 3 4
121	Hungerford, New Town Branch - N.			
128	Hurst and Ruscombe N. 3	140 0 0	78	22 0 6
129	Knowl Hill N. 6	226 0 0	89 11	42 17 2 3 7 6
121	Lambourne N. 2	349 0 0	85 13	37 18 4 5 12 6
121	Lambourne W. 2	- - -	47	6 5 0
121	Lambourne, Woodlands Ch. 11	- - -	48 18	15 0 0 2 5 0
124	Letcombe Bassett - N. 3	106 0 0	43	24 16 10
124	Letcombe Regis - N. 3	166 4 0	35	9 3 4
129	Maidenhead N. 6	287 1 3	153	53 15 6
129	Maidenhead, Infant and Sunday - -	150 0 0		
129	Maidenhead B. 2	- - -	74	35 6 0
129	Maidenhead W. 2	- - -	154	84 17 6
125	Moreton, North - N. 12	- - -	42	19 16 2
120	Newbury - N. 10	888 0 0	250	105 7 0
120	Newbury - B.	192 17 6		
120	Newbury, St. John's, Infants - 10	- - -	54	24 3 4
120	Newbury - W. 2	400 0 0	124	61 0 0
120	Newbury - U.			
123	Radley - Ch. 11	- - -	37	13 10 11
127	Reading - B. 2	- - -	209	103 0 0
127	Reading, Grey Friars - Ch. 10	- - -	428	203 19 8
127	Reading, St. Giles' - N. 10	*150 0 0	300 12	139 1 10 4 3 4
127	Reading, St. John's, - N. 10	- - -	296	158 18 4
127	Reading, St. Lawrence's P. 10	250 0 0	126	52 7 0
127	Reading, St. Mary's - N. 10	120 0 0	338	145 17 0
127	Reading, St. Mary's Episcopal Chapel N.			
127	Reading, Trinity Ch. 10	- - -	111	47 6 4
130	Sandhurst - 6	- - -	74 12	37 1 4 2 18 4
161	Shilton - N.			
122	Shrivenham N. 12	- - -	79	22 12 0
124	Sparsholt - N.	*40 0 0		
120	Speen (Stockcross) - P. 7	329 8 10	130	61 3 0
126	Stanford Dingley - Ch. 1	- - -	22	11 14 5
122	Stanford in the Vale - N. 12	20 0 0	[a] 74 95	32 14 6 40 11 6
123	Steventon - N. 6	214 10 0	88 24	[a] 36 1 1 7 8 11 [b] 15 0 0
131	Sunningdale N. 6	182 0 0	129	66 16 2
131	Sunninghill N. 6	65 0 0	121	53 12 4
131	Sunninghill W. 3	- - -	75 26	48 17 6 8 16 8
128	Swallowfield Ch.	350 0 0		
120	Thatcham - N. 7	225 0 0	106	43 2 0
120	Thatcham - B.	125 0 0		
122	Uffington - N. *c*	80 0 0		
126	Ufton Nervet P. 1	- - -	48	9 0 0
125	Wallingford N. 5	328 0 0	233 19	106 6 4 5 0 10
124	Wantage - N. 7	- - -	270	134 11 8
124	Wantage - W. 2	310 0 0	103	55 2 6
130	Warfield - N. 6	- - -	25	7 12 6
128	Wargrave, Crazies Hill N.	150 0 0		
128	Wargrave - N.			
120	Welford and Wickham - N. 7	296 0 0	127	60 13 8
127	Whitley - Ch.	289 0 0		
127	Whitley, Ch. Ch. - - N.	490 1 3		
131	Windsor, New, Royal Free Industrial - - N. 7	1,050 0 0	451 17	171 9 5 4 0 10
131	Windsor, New - - B. 2	302 6 8	233	121 8 6
131	Windsor, Old - - N. 6	- - -	24	*d*
131	Windsor - U.			
131	Windsor Park, Royal - - N. 8	- - -	81	*e*
131	Windsor, St. Anne's - N. 7	322 10 4	125	38 0 0
131	Windsor, St. Mark's - N. *f*			
131	Windsor, St. Mary's, Bier Lane - N.			

a For two years. *b* Retiring pension. *c* School closed. *d* Refused under *Article 52 d*.
e No grant claimed. *f* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	BERKS—*cont.*	£ s. d.		£ s. d.
130	Winkfield, Industrial - 6	*70 0 0	74	24 19 4
125	Wittenham, Long - N.	160 10 0		
128	Wokingham - B.	*125 0 0		
128	Wokingham, St. Paul's - Ch. 10	- - -	133	63 0 8
123	Wytham - N. 10	- - -	32	17 12 8
	BUCKINGHAMSHIRE.			
154	Akeley - Ch. 5	36 6 6	50	22 6 2
151	Aston Clinton - N. 7	96 0 0	69	17 2 0
			18	3 10 0
151	Aston Clinton B. 6	- - -	93	44 12 2
151	Aylesbury - N. 1	296 10 0	96	44 17 4
			16	3 8 4
151	Aylesbury, Infant - N. 1	- - -	64	30 9 4
151	Aylesbury - B. 3	- - -	162	87 13 4
151	Aylesbury, St. John's - N. 1	250 0 0	103	21 13 0
154	Beachampton N.			
148	Beaconsfield B.			
151	Bierton - N.	87 0 0		
153	Bletchley - N.	*50 0 0		
153	Brickhill, Little - N.	54 5 0		
156	Brill - - N. 5		62	*a*
153	Broughton - Ch. *b*			
154	Buckingham N. 6	211 6 4	150	79 13 6
			12	3 10 0
154	Buckingham B. 6	- - -	108	56 4 2
151	Buckland, All Saints' - N. 7	146 2 6	37	21 5 8
166	Calverton, Mixed - Ch. 5	- - -	32	12 2 3
148	Chalfont, St. Giles' - N.		20	*c* 5 13 4
148	Chalfont, St. Peter's - N. 11	122 17 6	83	22 15 0
			20	1 3 0
149	Chalvey - Ch.	94 10 0		
183	Cheddington Ch. 1	- - -	97	39 11 6
			20	4 0 0
148	Chenies - Ch. 1	- - -	43	19 5 4
148	Chesham, Boys - - N. 10	- - -	136	56 18 5
148	Chesham, Girls - - N. 10	*d* 200 0 0	58	24 0 6
		63 9 11		
148	Chesham, Girls - - B. *e*			
148	Chesham, Waterside Ch. 10	- - -	91	49 2 6
152	Claydon; Botolph - Ch. 5	- - -	36	18 12 10
154	Claydon Park (Middle) - N. 6	- - -	28	11 9 4
154	Claydon, Steeple - N. 6	- - -	84	34 5 8
149	Colnbrook and Horton N. 11	625 0 0	115	61 12 10
153	Crawley, North - N.	50 0 0		
151	Cuddington - N. 1	156 10 0	65	31 17 2
149	*Datchet* - N. 12	- - -		*f*

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	BUCKINGHAM—*cont.*	£ s. d.		£ s. d.
150	Downley - W. 3	- - -	75	36 14 11
151	Drayton Beauchamp N.	60 0 0		
152	Dunton - N. *e*	25 0 0		
149	Eton, St. John's N. 10	554 0 0	297	36 14 7
149	Eton - - U.			
149	Farnham, Royal - N. 11	- - -		*f*
153	Fenny Stratford - - N. 7	312 0 0	102	48 19 4
153	Fenny Stratford - - B. 6	- - -	116	60 18 10
150	Flackwell Heath - W. 10	- - -	62	36 10 8
149	Fulmer - N. 7	100 0 0	31	13 5 0
148	Gerrard's Cross - - N. 11	- - -	33	16 9 2
152	Granborough N.	90 0 0		
151	Haddenham N. 1	189 0 0	24	11 6 6
151	Haddenham B.	70 0 0		
155	Hambleden - N. 11	- - -	85	37 11 6
153	Hanslope - Ch. 7	- - -	82	41 15 10
150	Hazlemere - 11	- - -	33	7 18 8
150	Hughenden - N. 10	72 0 0	33	12 14 0
151	Hulcott - N.	131 0 0		
149	Iver, Boys - N. 12	102 0 0	37	*g* 1 6 6
			42	5 1 1
			15	1 4 7
149	Iver, Girls and Infants N. 12	100 0 0	111	50 4 6
150	Kimble, Great - - N.			
156	Kingsey - N. 1	- - -	26	10 4 2
150	Lane End - W. 2	- - -	53	28 0 4
149	Langley Marish - N. 10	72 0 0	29	10 17 4
148	Latimer - Ch. 10	- - -	57	36 6 0
153	Lavendon - N.	*49 0 0		
	"	78 0 0		
154	Leckhampstead - - N.	*60 0 0		
	"	18 7 6		
148	Lee Common N.	50 0 0		
151	Leonards, St. N.	229 12 0		
183	Linslade - N. 1	313 1 2	107	51 7 0
			19	2 7 6
153	Loughton - N. 5	- - -	55	*g* 11 4
151	Ludgershall - N. 5	93 0 0	73	30 1 6
150	‡Marlow - B. *e*			
150	Marlow, Great - N. 11	- - -	251	112 8 10
			29	8 7 6
150	Marlow, Little - N. 11	- - -	48	26 17 6
150	Marlow, Quoiting Place, Infants - 10	- - -	59	24 19 8
154	Marsh Gibbon - - N. 5	160 0 0	84	35 6 4
			14	3 11 4
152	Marston, North - N.	*60 0 0		
147	Marsworth - N.	45 0 0		
153	Milton Keynes - Ch.	216 0 0		
150	Monk's Risborough - N. 7	109 0 0	84	35 15 2

a Refused under Article 52 *d*.
b Removed from inspection.
c Evening school grant for 1867.
d Part of this grant belongs to Chesham, Boys, N.
e School closed.
f Due, but not paid.
g Grant for 1867.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	BUCKINGHAM—*cont.*	£ s. d.		£ s. d.
152	Mursley - N.	*25 0 0		
152	Nash - N. 5	276 0 0	64	30 7 10
153	Newport Pagnell - - B. 6	*90 0 0	78	35 15 4
153	Newport Pagnell (central) N. 5	128 15 0	189	78 18 9
153	Olney - - N.	176 0 0		
151	Oving - - N. 5	85 5 0	34	16 0 8
148	Penn Street N. *a*			
154	Preston Bissett - - N. 5	243 0 0	60	25 10 4
150	Prince's Risborough - N. 7	140 0 0	65	31 14 0
			9	1 19 2
150	Prince's Risborough - B. 2	153 0 0	95	58 15 6
151	Quainton (Endowed) - N.			
153	Ravenstone (Endowed) - Ch.	75 7 6		
148	Seer Green - N. 11	144 0 0	30	13 14 8
155	Skirmett, Infants - - N.			
183	Slapton - P.			
149	Slough, Infant - - N. 10	- - -	73	28 11 6
153	Stantonbury-cum-Bradwell - - N. 5	965 0 0	215	100 17 0
152	Stewkley - N. 5	374 18 0	119	54 3 2
153	Stoke Goldington - N.	*72 0 0		
183	Stoke Hamond N.	38 0 0		
150	Stoke Mandeville - - N.	60 0 0		
149	Stoke Pogis - N. 11	95 0 0	*b* 85	35 13 11
			95	39 17 10
166	Stony Stratford - - N. 11	- - -	79	32 1 4
166	Stony Stratford, Infants - - N. 11	- - -	100	46 2 6
166	Stony Stratford - - B. 5	22 13 6	102	57 9 2
152	Swanbourne N.			
149	Taplow - N. 12	166 12 0	63	24 8 2
154	Thornborough N.	42 0 0		
156	Towersey - N.	60 0 0		
164	Turweston - N. 6	165 6 4	55	22 19 0
150	Tyler's Green N.	51 0 0		
149	Upton-cum-Chalvey - N. 12	359 19 0	122	46 10 8
151	Waddesdon - N. 1	275 2 0	77	35 8 2
151	Waddesdon - B. 5	121 0 0	98	47 9 6
			10	3 0 0
153	Walton - N. *a*			
153	Walton and Woughton - N.			
150	Wendover - N. 1			
164	Westbury - N. 6	148 17 6	39	13 17 11
152	Whaddon - N.	28 0 0		
152	Whaddon, (Mr. Selby Lowndes') Sch. *c*			
151	Whitchurch N.	129 7 6		
151	Whitchurch W. 2	170 0 0	37	12 15 8
183	Wing - N. 1	- - -	94	37 14 1
151	Wingrave and Rowsham - Ch.	100 0 0		
150	Winslow - N.	*80 0 0		
	„ - „	26 17 8		
153	Woburn Sands - N. 7	- - -	88	39 7 6
166	Wolverton - N. 2	- - -	54	19 9 11
166	Wolverton End, St. Mary's - Ch. 11	- - -	56	26 13 6
166	Wolverton New Station B. 5	- - -	207	112 8 0
			35	7 9 2
150	Wooburn - N. 11	283 2 6	66	37 3 10
150	Wycombe, High - - N. 11	1,176 0 0	223	101 14 3
150	Wycombe, High - - B. 2	*400 0 0	157	81 19 4
	„ „	54 0 0		
150	Wycombe" - U.			
	CAMBRIDGESHIRE.			
190	Aldreth - in-Haddenham, Daily and Sunday - N. *d*	*20 0 0		
188	Balsham - Ch. 11	- - -	93	41 15 0
			10	3 0 10
140	Barrington - N.	161 0 0		
186	Barton - N.	27 15 0		
140	Bassingbourne N.	*60 0 0		
140	Bassingbourne B.	*60 0 0		
189	Bottisham - N. 2	150 0 0	73	35 16 4
189	Bottisham Lode - - N. 2	118 2 6	77	40 5 0
185	Bourn - P.	143 10 0		
189	Brinckley - N.	65 0 0		
189	Burwell, Boys			
189	Burwell, Girls P. 3	233 11 0	78	40 19 4
			19	2 7 6
189	Burwell - B. 7	140 15 0	105	36 5 10
189	Burwell, St. Andrew's - N. 3	65 0 0	45	26 0 0
187	Cambridge, Barnwell - N. 5	*210 0 0	283	117 19 6
	„ - „	180 2 8		
187	Cambridge, Barnwell Abbey - N.	605 0 0		
187	Cambridge - B. 7	464 0 0	466	216 14 5
186	Cambridge, Industrial - N.	201 10 0		
187	Cambridge, King Street N. 5	178 0 0	215	102 6 10
				*c*20 0 0
187	Cambridge, Pound Hill, Infants - Ch.	33 0 0		
187	Cambridge, St. Giles' - N. 5	200 0 0	186	90 8 6
187	Cambridge, St. Paul's (Russell St.) N. 5	533 1 2	430	169 19 6

a Removed from inspection. *b* For two years. *c* School closed. *d* School pulled down.
e Retiring pension.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	CAMBRIDGE—*cont.*	£ s. d.		£ s. d.
187	Cambridge, St. Paul's, Infants (Union Rd.) N.	100 0 0		
187	Cambridge, St. Peter's (Castle End) N. 5	21 0 6	139	75 14 8
187	Cambridge, Union Road R. 11	- - -	36	17 6 2
188	Castle Camps Ch.	89 17 4		
185	Caxton - N.	201 12 0		
191	Chatteris, Boys - - B.			
191	Chatteris, Girls - B. 7	- - -	69	27 19 10
191	Chatteris, Infants - B. 7	- - -	63	32 19 6
191	Chatteris, Infants - Ch. *a*	70 0 0		
191	Chatteris, Slade Lode, Infants, Ragged - 7	157 0 0	53	25 7 0
186	Chesterton - N.	144 0 0		
189	Cheveley - N.	140 7 6		
186	Comberton - N.	110 16 0		
177	Conington - N.	53 0 0		
186	Coton - - N.	49 0 0		
186	Cottenham - B. 7	- - -	217	97 6 0
185	Croydon (near Royston) - N. 1	254 0 0	53	19 17 2
186	Ditton, Fen - N.	97 0 0		
189	Ditton, Wood N.	133 0 0		
188	Duxford - N. 2	188 14 9	54	*b*
193	Elm - - N. 3	259 0 0	38	15 19 0
185	Elsworth - N. 2	187 0 0	81	35 15 8
190	Ely, Boys - N. 5	1,206 15 4	202	115 0 8
			26	10 1 8
190	Ely, Girls - N. 5	- - -	182	81 11 3
			10	4 1 7
190	Ely, (Infant and Adult) (Broad St.) N. 5	480 0 0	99	43 5 6
190	Ely, Market St. - - Ch.	135 0 0		
190	Ely, Stuntney - - N. 11	63 0 0	26	1 6 6
189	Fordham - N. 3	168 0 0	87	43 3 4
			35	16 9 2
186	Fulbourn - N. 2	189 5 6	108	47 9 8
185	Gamlingay - N.	160 0 0		
185	Gransden, Little - N.	132 0 0		
140	Guilden, Morden - N. 4	150 0 0	64	9 14 4
190	Haddenham, Arkenstall's Endowed - Ch.	127 18 0		
190	Haddenham, Girls Industrial - N. 3	188 15 4	106	42 4 6
			19	6 17 6
190	Haddenham B. 7	- - -	54	19 7 5
186	Horningsey N. 2	60 15 0	35	19 2 2
186	Impington - N.	55 0 0		
189	Isleham - N.	230 0 0		
188	Linton - - N. 4	- - -	164	85 12 6
140	Litlington - N. 4	243 0 0	50	25 8 2
190	Littleport - N. 3	464 13 4	171	77 4 0
186	Madingley - N.	50 0 0		
191	March - N.			
191	March, Infants - N.			
140	Melbourne, Ayloffe's - Ch.	90 0 0		
193	Murrow - Ch. 10	- - -	26	9 14 2
186	Oakington - N.	*50 0 0		
	„ - „	10 0 0		
193	Outwell, Infant - N.	50 0 0		*c*
177	Over - - N. 2	176 5 0	62	29 17 2
177	Over - - B. 3	- - -	71	33 4 0
185	Papworth, St. Agnes, - Ch.		128	61 9 6
190	Prickwillow N. 3	226 10 0	24	7 11 8
186	Rampton - N.	36 0 0		
189	Reach - Ch. 2	- - -	31	8 13 5
188	Sawston - N.	48 0 0		
186	Shelford, Great and Little - N. 2	154 0 0	92	47 12 2
189	Soham - - N. 4	473 0 0	88	38 19 4
186	Stapleford - N. 2	115 1 0	59	28 16 2
140	Steeple-Morden - N. 1	194 16 3	92	39 19 6
190	Sutton - - N. 4	528 10 0	49	22 8 0
189	Swaffham Bulbeck - N.	54 0 0		
177	Swavesey - N. 2	316 0 0	100	47 11 4
			26	6 0 0
186	Teversham - N. 2	199 0 0	35	13 15 0
175	Thorney Abbey - - N. 2	- - -	170	59 18 7
185	Toft and Caldecote - N. 1	*25 0 0	44	11 0 8
186	Trumpington N. 4	302 10 0	101	42 9 6
			22	5 5 6
193	Tyd, St. Giles' - N. 9	- - -	54	20 0 3
186	‡Waterbeach P.	- - -	131	*d*
192	Whittlesea, St. Mary's and St. Andrew's - N. 2	410 7 6	153	60 17 10
188	Whittlesford N. 2	377 0 0	60	*e*
189	Wicken - Ch. 1	- - -	104	46 19 2
			46	15 6 8
186	Wilbraham, Little - N.	82 10 0		
190	Wilburton - N. 2	*29 0 0	53	32 0 6
	„ - „	216 0 0	13	4 10 10
186	Willingham B. 3	- - -	142	78 11 10
193	Wisbeach, Boys - - B. 4	218 13 4	209	113 0 0
193	Wisbeach, Girls - - B. 4	150 0 0	63	25 3 10
193	Wisbeach, Infants - B. 4	- - -	90	46 8 6
193	Wisbeach, St. Mary's - N. 10	- - -	56	22 12 8
193	Wisbeach, St. Peter's N. 4	256 4 10	285	40 9 2

a School closed.
b Refused under Articles 52 *d.* and 51 *b.*
c See Outwell, N., Norfolk.
d None claimed.
e Refused under Article 52 *d.*

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	CAMBRIDGE—*cont.*	£ s. d.		£ s. d.
193	Wisbeach, Thorney Toll District - N. 10	- - -	29	11 3 3
190	Witchford - N. 2	10 0 0	76	25 18 6
188	Wratting, West - N. 2	237 0 0	74	36 8 6
175	Wryde, Croft N. 4	- - -	37	19 7 4
	CHESHIRE.			
458	Acton - N. 6	582 13 4	146	115 2 2
453	Adlington - N. 10	158 0 0	55	23 7 10
453	Alderley, Endowed, Boys - 10	- - -	26	9 10 0
453	Alderley, Lady Stanley's, Girls Ch. 10	- - -	63	33 0 0
453	Alderley Edge - B. 2	- - -	127 10	72 3 4 2 10 0
453	Alderley, Over - N. 10	25 0 0	47	20 13 10
457	Alsager - N. 3	- - -	87	50 18 10
454	Altrincham - R. 6	- - -	123	60 0 0
454	Altrincham, St. George's Jubilee - N. 11	648 18 9		*a*
454	Altrincham - W. *b*			
454	Altrincham and Bowdon Downs B. 1	- - -	163	73 5 6
455	Alvanley - Ch. 4	- - -	68 11	55 10 5 *c*7 15 10
455	Antrobus - N.	147 3 6		
455	Appleton, Mixed - N. 5	- - -	44	28 1 0
454	Arley, Middle N. 5	- - -	28	16 8 0
457	Astbury - N. 3	266 0 0	112	74 11 0
458	‡Audlem, Boys P.			
458	Audlem - N. 6	68 18 0	139	76 15 3
459	Backford - N.	100 0 0		
456	Barnton - N. 5	265 0 0	176	94 16 6
459	Barrow - N. 3	170 13 9	68	45 19 4
458	Barthomley N. 10	152 0 0	42	18 3 6
460A	Bebington - N. 2	*75 0	146	67 10 0
460A	Bebington (Higher), St. Peter's N. 11	- - -	72	68 5 8
458	Bickerton - N. 11	75 0 0		*a*
460B	Bidstone - N. 11	*53 0 0	64	32 0 6
	" - "	55 0 0		
460A	Bidston, Moreton - Ch.	226 0 0		
460B	‡Birkenhead, Argyle St., Infants - N.			
460B	‡Birkenhead, Back Chester Street - N.			
460B	‡Birkenhead, Market St. N.			
460B	Birkenhead, Our Lady & St. Edward's R. 6	1,101 0 0	145	41 5 2
460B	‡Birkenhead, Priory St., Girls and Infants - N.			
460B	Birkenhead, St. Anne's - N. 1	262 0 0	378 19	200 11 2 4 10 10
460B	Birkenhead, St. Andrew's Pres. 9	- - -	384 12	160 4 2 3 15 0
460B	Birkenhead, St. Anne's Branch, Infants - 1	- - -	30	13 13 6
460B	Birkenhead, St. James' Ch. 1	499 10 0	223	111 1 6
460B	Birkenhead, St. John's - N. 1	480 0 0	331 5	175 16 2 1 0 10
460B	Birkenhead, St. Lawrence's - R. 6	- - -	478 31	244 17 2 12 4 2
460B	Birkenhead, St. Mary's Ch. 1	150 0 0	320	151 0 0
460B	Birkenhead, St. Patrick's (Girls and Infants) - R. 6	- - -	113	51 2 8
460B	Birkenhead, St. Werburgh's - R. 6	- - -	252	125 8 2
460B	Birkenhead, St. Peter's Church - N. 1	496 0 0	372	218 2 6
460B	Birkenhead, Holy Trinity, Ch.	500 0 0	238 17	125 1 0 7 4 2
460B	Birkenhead - W. 9	954 0 0	251	116 14 6
453	Bollington - N. 10	*250 0 0 374 0 0	248	159 8 4
453	Bollington - W. 5	256 0 0	163	101 6 4
453	Bollington Cross - - N. 10	241 0 0	75	58 7 6
454	Bollington, near Rostherne Ch. 11	197 0 0	47	23 18 2
453	Bosley - - N. 10	216 0 0	46	31 17 0
459	Boughton, St. Paul's - N. 4	831 14 0	266 14	162 2 2 1 15 0
454	Bowdon - N. 11	162 0 0	69	41 13 4
454	Bowdon, Hale Barns N.	228 10 0		
457	Bradwell Reformatory.			
452	Bredbury - N. 7	322 10 0	166 46	100 1 10 19 8 4
460B	Brighton, New - - N. 10	- - -	179	168 7 7
453	Broken Cross, St. Thomas' N. 10	100 0 0	62	31 7 6
460A	Bromborough N. 11	- - -	89	68 2 6
154	Broom Edge Ch. 5	- - -	52	27 9 6
455	Budworth, Great - Ch. 6	540 0 0	82	43 15 8
457	Buglawton - N. 3	258 0 0	103 15	50 10 4 6 5 10
458	Bunbury, Aldersey, Endowed - N. 11	50 0 0	103	44 4 0

a Due, but not paid. *b* School closed. *c* Evening School, grant for two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
458	Bunbury, Girls - - N. 11	47 17 6	94	56 19 8
460A	Burton, Bishop Wilson's - N. 11	93 0 0	57	*a*
454	Carrington, Earl Stamford's - N. 11	- - -		*b*
474	Castle Hall (Staleybridge) - N. 9	- - -	150	68 6 10
456	Castle Northwich, Mixed, Girls - - Ch. 6	225 0 0	90	48 6 0
452	Cheadle - N. 10	*90 0 0	169	65 13 4
	" - "	68 12 6		
459	Chester - B. 9	- - -	176	41 4 10
459	Chester, ChCh. N. 4	195 12 0	144	72 1 10
459	Chester, Consolidated, Girls' - - 4	- - -	95	46 10
459	Chester, Kale Yard, Infants 4	- - -	172	89 10 4
459	Chester, Model 3	316 0 0	135	79 12 0
459	Chester, Ragged and Indust.			
459	Chester (Grosvenor), St. John's - N. 4	- - -	84	55 0 8
459	Chester, St. John's - W. 10	500 0 0	77	45 2 0
459	Chester, St. Mary's - N. 4.	692 13 0	343	215 8 9
			15	4 16 9
459	Chester, St. Mary's, Infts., (Handbridge) - Ch. 4	- - -	120	74 19 10
459	Chester, St. Olave St., Ragged.			
459	Chester (St. Oswald's), (Diocesan) N. 4	170 0 0	213	130 19 6
459	Chester, St. Werburgh's, Boys - R. 4	- - -	130	39 16 5
			30	7 15 7
459	Christleton - P. 4	208 16 0	133	88 15 0
457	Church Lawton, Boys and Girls - N. 3	117 13 4	41	23 5 6
			7	1 17 6
457	Church Lawton, Girls' Industrial. *c*			
458	‡Church Minshull - N.			
459	Clutton - N.	*50 0 0		
452	Compstall, St. Paul's - N. 9	- - -	205	127 18 4
457	Congleton, St. James' - N. 3	666 15 5	282	157 17 4
			56	20 13 4
457	Congleton, St. Peter's (North Street) - N. 3	- - -	103	47 2 11
457	Congleton, St. Stephen's - N. 3	367 0 0	118	58 4 11
			24	8 1 8
457	Congleton (Wagg St.) W. 5	- - -	143	76 3 6
457	Congleton, Infants - W. *d*			
458	Coppenhall - N. 10	464 0 0	246	135 16 9
458	Coppenhall, Infants - N. *c*	53 6 8		
458	Cotebrook - N.	88 11 3		
457	Cranage - N. 6	- - -	91	52 5 0
458	Crewe - - N. 10	- - -	619	341 19 0
			21	4 14 2
458	Crewe Green Ch. 10	- - -	140	62 0 2
458	Crewe - Pres. 10	- - -	184	85 10 8
458	Crewe - R.			
458	Crewe - - W. 10	359 10 0	*f* 216	105 9 4
			257	136 16 8
456	Dane Bridge N. 5	529 4 0	98	44 15 2
456	Davenham - N. 5	864 0 0	132	79 13 10
456	Delamere Forest - N. 4	176 0 0	84	53 15 0
451	Disley - - N. 4	- - -	99	28 3 7
474	Dukinfield, Factory - B. 12	- - -	85	30 1 2
474	Dukinfield, Moravian - 12	352 2 6	239	129 18 6
474	Dukinfield, St. John's - N. 9	665 15 0	242	143 10 2
			23	7 17 6
474	Dukinfield, St. Mark's - N. 9	702 3 4	276	155 10 10
			66	28 16 0
474	Dukinfield, St. Mark's, Wharf St., Lower, Infants - N. 9	113 0 0	89	43 11 6
454	Dunham Massey, St. John the Evangelist - N. 11	756 0 0	129	55 1 10
454	Dunham Massey, St. Margaret's, Infants - N. 11	- - -	127	65 2 6
460A	Eastham - N. 11	316 1 1	105	116 13 2
453	Eaton, Ch. Ch. - - N. 10	- - -	49	34 16 0
452	Edgeley (Stockport) R. 11	- - -		*b*
452	Edgeley - W. 10	- - -	151	72 11 0
460A	Ellesmere Port - - N. 11	45 0 0	56	47 4 1
457	Elworth, St. Peter's - N. 6	80 0 0	62	30 8 2
458	Faddiley - N.	124 0 0		
459	Farndon - P.			
459	Flookersbrook, Ch. Ch. - N. 4	- - -	78	40 13 4
460	Frankby - Ch 10	- - -	44	32 5 7
455	Frodsham, Girls and Infants - N. 4	*100 0 0	129	67 17 4
	" - "	99 10 0		
455	Frodsham, Endowed - 4	- - -	114	42 5 0
452	Gee Cross, St. Paul's - N. 7	- - -	102	56 11 6
			15	5 4 2
474	Godley-cum-Newton Green - N. 10	473 0 0	154	81 4 6
			38	12 0 0

a Refused under Article 52 *d*. *b* Due, but not paid. *c* Removed from inspection.
d Incorporated with Congleton, Wagg St., W. S. *e* School not existing. *f* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
456	Goostrey - N. 6	300 0 0	42	16 6 0
466	Grappenhall N. 5	236 0 0	140	71 0 2
455	Halton - P. 3	- - -	84	40 8 2
455	Halton, Grammar - - 3	- - -	63	12 12 8
452	Handforth - N.	175 0 0		
459	Handley - Ch. 11	- - -	*a*	
456	Hartford - N. 5	*78 0 0	112	63 10 10
	,, - ,,	109 7 0		
458	Haslington - N. 10	648 0 0	168	101 18 0
457	Hassell Green W. 5	- - -	43	18 14 6
452	Hatherlow - B. 11	- - -	62	32 8 2
			11	3 5 10
452	Hazel Grove W. 10	- - -	158	86 18 10
			39	21 7 6
455	Helsby - N.	100 0 0		
453	Henbury - Ch. 10	- - -	41	10 15 0
474	Hollingworth N. 10	245 15 0	88	62 2 0
460A	Hoyle Lake N. 10	256 19 2	132	119 18 6
457	Hulme Walfield - - N.			
453	Hurdsfield, Lower, Boys and Infants N. 10	375 14 0	193	93 13 0
			15	6 2 6
453	Hurdsfield, Upper, Girls N. 10	470 0 0	67	33 12 0
459	Huxley - N. 11	54 0 0	15	2 11 11
474	Hyde, Flowery Field - B. 1	- - -	326	176 19 4
452	Hyde, St. George's - N. 7	*300 0 0	259	155 9 6
			42	15 1 8
452	Hyde, St. Paul's - R. 6	- - -	121	51 4 11
			57	28 11 4
452	Hyde, St. Thomas' - Ch. 7	- - -	84	39 2 8
459	Kelsall, St. Philip's - N.	60 0 0		
453	Kettleshulme N. 9	207 0 0	23	11 0 10
457	Key Green - Ch. 3	- - -	28	9 3 3
455	Kingsley - N.	179 5 0		
460A	Kirby, West N. 10	- - -	53	51 11 11
454	Knutsford, Boys - - N. 11	- - -	95	59 18 8
			32	10 0 0
454	Knutsford, Girls - Ch. 11	- - -	—	*a*
454	Knutsford (Lady Egerton's) Ch.			
466	Latchford - N. 5	115 16 0	63	25 7 10
458	Lees - - N.	*35 0 0		
456	Leftwich, Infants - - N. 5	45 0 0	36	6 12 7
454	Legh, High Ch. 11	18 1 6	*b* 50	15 10 2
			61	40 15 0
458	Leighton and Minshull-Vernon - N. 10	360 17 10	57	36 0 0
453	Lindow Common - 2	- - -	67	35 10 8
460B	Liscard - N. 10	150 0 0	178	161 0 3
			23	11 17 6
460B	Liscard, St. Alban's - R. *c*			
456	Lostock Gralam - - N. 6	149 16 0	73	35 17 10
474	Lymm - N. 5	- - -	145	68 18 5

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	CHESHIRE—*cont.*	£ s. d.		£ s. d.
453	Macclesfield, Ch. Ch., Boys N. 10	- - -	310	147 10 2
453	Macclesfield, Ch. Ch., Girls and Infants - N. 10	650 16 10	*b* 26	11 3 4
			b 347	154 14 4
			52	22 8 4
453	Macclesfield, Ch. Ch. (Crompton Road) - N. 10	253 6 8	58	26 12 0
453	Macclesfield, Mill Street W. *d*			
453	Macclesfield, Old Ch. - N. 10	153 15 0	*b* 209	85 10 4
			b 200	114 3 2
453	Macclesfield, St. Alban's R. 6	- - -	147	61 17 3
			32	10 18 4
453	Macclesfield, St. Paul's - N. 10	439 8 8	156	58 17 11
453	Macclesfield, St. Peter's - N.	436 3 4		
363B	Maesfen - Ch. 11	- - -	70	51 11 6
363B	Malpas (Allport's Endowed) - N. 11	- - -	*b* 112	53 8 0
			b 121	58 3 4
459	Marlston-cum-Lache - N. *e*	*20 0 0		
452	Marple - N. 10	*160 0 0	162	74 6 2
452	Marple (High Lane) - N. 10	221 2 6	144	85 3 0
452	Marple, The Albert - B. 11	- - -	135	47 13 7
456	Marton - N. 10	46 0 0	—	*a*
454	Mere (Mrs. L. Brooke's) - N. 11	- - -	99	54 9 2
456	Middlewich N. 6	*70 0 0	289	155 10 2
	,, - ,,	1,111 10 0		
456	Middlewich - W. *d*			
457	Mossley - N.	250 0 0		
474	Mottram-in-Longdendale N. 10	85 13 0	50	24 8 8
456	Moulton - N. 5	38 0 0	55	28 7 8
458	Nantwich - N. 6	*240 0 0	282	135 2 8
	,, - W. 10	174 15 6		
451	Nantwich - W. 10	551 5 0	130	70 3 6
460A	Neston - N. 11	837 0 0	124	112 1 5
460A	Neston, Little, General - 1	- - -	156	70 13 0
460A	New Ferry - N. 11	556 0 0	168	156 9 10
474	Newton-in-Mottram - N.	536 0 0	64	41 9 0
452	Norbury - N.	213 0 0		
454	Northenden N.	40 0 0		
456	Northwich - R. 5	- - -	115	39 10 8
456	Northwich, Weaver Navigation - Ch. 6	- - -	169	131 4 2
456	Northwich - W. 10	- - -	150	65 15 10
455	Norton, Bridgwater Canal Ch. 3	- - -	65	19 0 4
457	Odd Rode, Boys and Girls 3	- - -	90	39 15 2
456	Oulton Park N. 12	- - -	91	32 19 6
456	Over - - N. 5	623 0 0	84	41 16 6
			3	0 17 6

a Due, but not paid. *b* For two years. *c* Removed from inspection.
d School closed. *e* School not in existence.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	CHESHIRE—*cont.*	£ s. d.		£ s. d.
456	Over Lane - W. *a*			
454	Over Peover Ch. 11	- - -	49	6 15 0
460B	Oxton - - N. 11	542 6 8	201	93 4 6
460A	Parkgate, Infant - - Ch. 11	144 0 0	13 37	1 12 6 29 15 6
452	Portwood - W. 10	1,284 0 0	446	231 15 8
460B	Poulton-cum-Seacombe, Infant - 10	- - -	41	9 15 2
453	Poynton, Lord Vernon's - 10	- - -	277	146 4 10
453	Rainow - N.	170 0 0	36	12 11 8
460B	Rock Ferry, St. Ann's - R. 6	- - -	45	17 17 2
458	Rockwood - Ch. 10	- - -	81	48 17 10
457	Rode Heath N. 3	- - -	61	26 15 8
452	Romiley - N. 10	588 0 0	101 12	57 6 6 3 15 0
454	Rostherne - N. 11	- - -	78	36 7 6
456	Rudheath - N. 5	- - -	73	35 3 6
453	Runcorn - N. 3	- - -	406	207 4 2
455	Runcorn, Floating Church, Mixed - 3	- - -	31 39	9 12 2 16 12 2
455	Runcorn, Holy Trinity - N. 3	367 0 0	353 21	179 5 0 7 2 6
455	Runcorn - R. 5	- - -	86	43 10 8
455	Runcorn - W. 10	509 10 0	297	138 12 8
454	Sale, St. Anne's Ch. 11	239 3 9	146	73 3 4
454	Sale, Township - - B. 1	- - -	117	*b*
459	Saltney-cum-Lache - N. 4	191 0 0	93	47 4 0
457	Sandbach - N. 6	596 3 4	324	184 3 8
457	Sandbach Heath N. 6	- - -	53	23 19 6
459	Sanghall, Gt. N. 4	- - -	63	42 6 9
460B	Seacombe - N.	733 5 0	165	89 11 8
460B	Seacombe - W. 9	735 0 0	167	87 15 0
460B	Seacombe (Wallascy) Mission House - 9	- - -	96	37 14 4
454	Shadow Moss N.	*30 0 0		
454	Sharstone - N. 11	28 15 0	—	*c*
453	Siddington and Capesthorne N. 10	321 10 0	59	31 13 0
457	Smallwood - N. 3	160 10 0	56	30 15 0
474	Staleybridge Factory - B. 3	- - -	167	120 2 10
474	Staleybridge, St. Paul's - N. 9	600 0 0	138	79 4 0
474	Staleybridge, St. Peter's - R. 6	- - -	302	169 13 0
474	Staley Millbrook, St. James's - N. 6	256 0 0	38	14 10 5
452	Stockport - N. 7	49 0 0	402 30	221 2 10 11 1 8
452	Stockport - B. 10	250 0 0	159	75 8 6
452	Stockport, Gt. Moor - Ch. 9	- - -	89 13	47 8 6 3 9 2
452	Stockport, Ragged and Industrial.			
452	Stockport - R. 6	1,689 0 0	471 366	203 18 10 140 15 0
452	Stockport, St. Peter's - N. 7	247 0 0	66	32 1 4
452	Stockport, St. Thomas' - N. 7	*750 0 0	279	161 18 10
	" - "	11 10 0	99	43 4 2
455	Stockton Heath Ch. 5	- - -	158	86 5 2
455	Stretton - N. 5	- - -	95	64 5 6
454	Styal, The Oak - - B. 2	- - -	114 18	67 9 4 4 16 8
460A	Sutton-in-Hooton - N. 11	218 0 0	84	75 14 0
460A	Sutton - Pres. 10	- - -	58	19 7 4
453	Sutton, St. George's - N. 10	263 6 8	181 *d* 26 *d* 207 23	89 15 2 8 11 8 97 12 8 7 10 10
453	Sutton, St. George's, Infant and Sunday - -	*400 0 0		
453	Sutton (Higher) St. James' - N.	*150 0 0		
454	Tabley, Nether Ch. 11	- - -	—	*c*
458	Tarporley - N. 5	324 0 0	113	64 16 6
459	Tarvin - N. 3	*77 0 0	81	39 7 6
	" - "	323 2 0		
459	Tattenhall - N. 12	560 0 0	*d* 139 *d* 133	74 0 0 50 11 0
453	Taxall and Fernilee - N. 9	214 0 0	109	55 18 4
460A	Thornton Hough, All Saints Ch. 11	- - -	71	47 1 0
458	Tilston - Ch. 12	- - -	*d* 140 *d* 149	83 17 4 86 10 6
454	Timperley - N. 11	471 0 0	—	*c*
474	Tintwistle - N. 10	*195 0 0	69	45 17 4
	" - "	118 17 4		
474	Tintwistle - B. 10	200 0 0	108	92 10 10
460B	Tranmere, St. Catherine's N. 11	774 12 0	300	312 12 2
460B	Tranmere, Limekiln Lane - Ch. 11	295 10 10	245	175 19 8
460A	Upton, Overchurch - Ch. 10	- - -	62	35 13 3
459	Upton, St. Mary's - N. 4	70 0 0	55	29 15 6
458	Utkinton - N. 5	45 0 0	23	14 16 6
474	Vale House - Ch. *e*			
460B	Wallasey - Ch. 10	- - -	99	91 17 9
458	Warmingham - Ch. 10	- - -	81	44 15 0
456	Weaverham N. 5	400 0 0	172	114 14 10
474	Wednesbrough Green - Ch. 11	- - -	49	18 3 6
455	Weston Point Ch. 3	- - -	48 13	26 16 4 5 2 6
455	Weston (Runcorn) - Ch. 3	167 13 0	92	50 7 4
455	Weston - W. 10	- - -	23	9 14 4
456	Wharton - N. 5	426 10 0	184	111 17 4

a School closed. *b* Refused under Article 52 *d*. *c* Due, but not paid.
d For two years. *e* School pulled down.

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	CHESHIRE—*cont.*	£ s. d.		£ s. d.
456	Whitegate, Girls - 6	- - -	34	32 13 2
453	Whiteley Green N. 10	- - -	32	16 4 10
454	Wilmslow, Dean Row - B. 2	281 15 10	69	37 8 8
454	Wilmslow, Independent and Infant B. 2	- - -	131 28	61 9 2 10 5 0
456	Winsford (Weaver Navigation) - N. 5	153 0 0	141	69 1 8
456	‡Winsford - W. *a*			
456	Witton - N. 6	193 10 0	273	168 9 10
459	Woodbank - N.	*30 0 0		
459	Woodcock's Well (Mow Cop) - N. 3	345 18 0	103	68 9 2
453	Woodford - N. 10	123 0 0	35	*f*
452	Woodley, Public - 10	- - -	96 20	50 18 1 8 7 6
458	Worleston - N. 6	40 0 0	49	24 9 6
458	Wybunbury (Broad Lane) N. 6	- -	75	40 4 4
458	Wybunbury, Delve's Charity.			
458	Wybunbury, Girls - Ch. 6	- - -	63	5 15 10
	CORNWALL.			
307	Agnes, St. - P. 10	- - -	54	18 3 6
307	Agnes, St. - B. *b*	*250 0 0		
	" - "	126 10 0		
301	Altarnun - N. 5	*32 0 0	49	11 11 7
309	Ashton, Infant.			
306	Austell, St. - N. 10	*150 0 0	260	106 16 10
	" - "	25 0 0		
306	Austell, St. - B. *c*	*100 0 0		
307	Baldhu - N. 10	120 0 0	109	29 4 11
306	Biscovey (Par.) N.	87 15 0		
306	Blazey, St. - N. 10	347 19 3	*d* 95 66	44 8 8 24 6 0
304	Bodmin - N. 7	377 2 6	188 26	83 17 10 9 5 0
304	Bodmin - W. 7	- - -	71	47 13 7
300	Boscastle - N. 5	50 0 0	62 6	23 7 2 1 1 0
311	Bottoms, St. Levan - W. 6	228 0 0	47	43 13 6
309	Breage, St. - N. 7	*125 0 0	71	31 12 10
	" - "	50 0 0		
300	Breward, St. N. 5	- - -	44	26 8 6
299	Budehaven - Ch. 5	- - -	96	49 6 6
308	Budock - N. 5	- - -	99	49 2 0
311	Buryan, St. - N. 7	139 0 8	76 17	38 9 0 6 0 10
303	Callington - N. 4	120 0 0	124	45 16 4
290	Calstock - N. 4	430 0 0	45 75	6 17 6 25 9 5
310	Camborne - B. 6	*150 0 0	257	149 3 11
	" - "	78 13 4		
310	Camborne Town - N. 7	318 17 0	191 17	76 9 9 4 6 3
300	Camelford - N. 5	200 0 0	71	24 11 2
304	Cardynham N. *c*	*50 0 0		
309	Carnmenellis N. 6	- - -	75	35 2 6
312	Carn Thomas, St. Mary's - N. 7	- - -	48	19 16 0
307	Chacewater N. 10	268 0 0	115	38 18 11
306	Charlestown (St. Austell) W. 7	- - -	56	36 4 6
309	Clowance (Boys) N. 6	- - -	84	31 16 6
308	Constantine B. 7	*70 0 0	145	67 1 3
	" - "	128 8 4	52	26 4 5
309	Crowan (Girls) N. 6	112 0 0	37	14 7 6
305	‡Cubert - Ch.			
309	Cury - Ch.			
310	Cusgarne - N.	84 0 0		
300	Delabole - B. 5	- - -	47 8	21 2 8 1 0 0
307	Devoran - N. 6	65 0 0	74	30 3 8
307	Devoran - W. 7	- - -	62	14 4 6
302	Devyock - N.	114 0 0		
303	Dominick, St. N.	210 12 0		
311	Erth, St. - P. 7	167 11 0	144	61 11 8
305	Ervan, St. - N. *a*	200 0 0		
306	Ewe, St. - N. 10	- - -	—	*e*
308	Falmouth - N. 6	12 8 6	56	16 6 5
308	Falmouth - B. 7	- - -	301	172 15 9
308	‡Falmouth, Girls, New B.			
307	Feock, St. - N. 6	65 0 0	75	31 7 2
307	Gerrans - P. 5	193 16 0	73 18	44 13 10 6 5 0
309	Grade and Ruan Minor N. 6	170 0 0	54	22 1 4
306	Grampound with Creed N. 10	166 10 0	80 14	39 18 10 4 13 4
311	Gulval - N. 7	111 12 6	108	53 16 0
309	‡Gunwalloe - Ch.			
310	Gwennap, Church Town - N. 6	*42 0 0	103	43 14 4
	" - "	25 12 4		
310	Hayle, Copperhouse - W. 6	- - -	120	75 16 0
311	Hayle, Foundry W. 6	- - -	82	50 18 3
309	Helston - N. 6	- - -	204 36	91 15 10 13 2 6
309	Helston - W. 7	293 6 6	111	53 15 10
302	Hessenford, St. Ann's - N.	7 17 8		
310	Illogan, Boys N. 7	- - -	109	42 10 10
310	Illogan, Girls N. 7	89 10 8	94	45 9 0
303	Ive, St. - N. 1	180 7 6	73	34 2 6
311	Ives, St. - N. 7	300 0 0	151	77 14 10
311	Ives, St., St. John's - N. 6	- - -	51	23 11 8
311	Ives, St. - W. 6	- - -	146	109 8 1
300	Juliot, St. - Ch.	116 3 4		
311	Just, St. - N.	193 0 0		

a School closed.
b School in ruins.
c Removed from inspection.
d For two years.
e Due, but not paid.
f Grant not claimed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	CORNWALL—*cont.*	£ s. d.		£ s. d.
311	Just, St. - W. 6	155 0 0	115	58 12 7
307	Kenwyn, St. George's - N. 10	299 4 0	103	51 14 8
299	KilkhamptonN. 5	20 8 0	84	44 9 6
299	Kilkhampton W.	126 0 0		
302	Landulph - P. 12	17 15 6	*a* 40 39	17 0 6 17 5 2
303	Lanreath - N.	100 0 0		
302	Lanlydrock Ch. 5	- - -	33	4 17 5
299	Launcells - N.	60 0 0		
301	Launceston B. 5	*100 0 0	54	23 11 10
301	Launceston (and St. Thomas') - N. 5	*200 0 0	77	31 10 8
	„ - „	10 0 0		
303	Lerrin - - N.	120 0 0		
301	Lewannick - W. 5	- - -	43	13 6 5
301	Lezant - - N.	70 0 0		
303	Liskeard, Boys - - B. 7	*125 0 0	136	50 11 7
	„ - „	54 0 0		
303	Liskeard, Girls - - B. 7	- - -	123	66 14 5
301	Luckett - Ch. 4	150 10 0	43	17 1 2
311	Ludgvan - N. 6	*90 0 0	64	29 10 8
308	Mabe - - N. 6	- - -	79	36 19 6
304	Mabyn, St. - N.	168 0 0		
311	Marazion (Sir C. Cole's) - 7	- - -	70	35 2 7
299	Marham Church - Ch.			
307	Mawes, St. *c*			
307	Mawes, St. - W. 7	- - -	70	37 6 0
309	Mawgan, St. (in Meneage) *c*			
305	Mawgan, St., Village.			
308	Mawnan, Village - - 5	- - -	43	12 5 4
302	Mellion, St. - Ch. *c*			
303	Menheniot - N. 1	20 4 2	113	50 3 6
			22	5 11 8
303	Merrymeet - N. 1	50 0 0	75	40 7 0
			21	6 14 2
303	Morval - - P. 1	- - -	55	35 0 4
299	Moorwinstow N.	70 0 0		
311	Mousehole - W. 6	285 10 0	124	72 7 1
308	Mylor Bridge N. 6	- - -	156	61 4 6
303	Neot, St. - N. 1	117 0 0	99	51 10 2
311	Newlyn - W. 6	406 0 0	109	64 12 0
306	Par, Biscovey N. *See* Biscovey (Par.), N.S.			
311	Paul, St. - N. 6	- - -	91	43 16 6 *d* 35 4 9
303	Pelynt - - N.	75 0 0		
311	Pendeen - N. 7	241 10 0	174	77 15 8
309	Penrose - Ch. *e*			
308	Penryn - N. 5	*150 0 0	91	34 6 10
	„ - „	10 5 0		
308	Penryn - W. 7	227 0 0	140	81 17 1
303	Pensilva - N. 1	- - -	87	36 13 4
311	Penzance - N. 7	*340 0 0	369	139 4 6
311	Penzance, St. Paul's - Ch. 7	- - -	129	*f*
311	Penzance - W. 6	- - -	201	124 8 0
307	Perranzabuloe - - N.	90 0 0		
310	Phillack - N. 7	- - -	178	66 16 2
307	Philleigh - P.	78 14 6		
302	Pillaton - N.			
303	Polruan - N. 1	80 0 0	60	26 14 0
309	Porthleven - N.	152 5 0		
307	Probus - P. 6	- - -	69	32 4 0
302	Quethiock - N.	*32 0 0		
	„ - „	34 10 0		
310	Redruth - N. 10	- - -	107	47 9 10
			15	3 19 2
310	Redruth - B. 6	- - -	157	82 13 7
310	Redruth - W. 6	- - -	202	110 4 5
303	Rilla Mill - B.			
302	Saltash - N. 11	91 10 0	—	*g*
311	Sancreed - N. 6	190 0 0	64	35 6 4
			10	4 1 8
312	Scilly Isles, St. Mary's - N. 7	- - -	127	59 17 0
302	Sheviocke - Ch. 12	- - -	—	*g*
303	South Hill - N. 4	140 5 0	37	12 18 0
			8	1 0 0
302	Stephen's, St., by Saltash N. 11	- - -	62	12 10 10
306	Stephen's, St. (St. Austell) N. 10	- - -	60	23 13 2
			a 69	37 15 6
301	Stoke Clymsland - - N. 4	274 0 0	63	24 8 0
301	Stoke Clymsland Luckett, N. *See* Luckett, Ch.			
299	Stratton - N. 5	180 0 0	66	31 19 8
			6	1 3 4
302	Tideford - N. 1	119 0 0	39	17 8 2
300	Tintagel - N.	143 3 10		
302	Torpoint - Ch. 12	- - -	*a* 79	43 11 8
			87	48 8 0
312	Tresco (Scilly) N. 7	- - -	24	14 16 0
310	Trevenson-Pool - - N. 7	123 0 0	136	58 12 6
310	Trevenson (The Bassett) - - N. 7	- - -	123	64 17 4
307	Truro - B. 7	*300 0 0	344	207 14 3
307	Truro, Exeter, Practising for Females - 10	368 0 0	90	29 11 3
307	Truro, Fairmantle St. - N. 10	36 0 0	154	81 8 0
			13	3 9 2
307	Truro, St. John's, Infant - - 10	- - -	108	43 10 1
307	Truro, St. Mary's - N. 10	*120 0 0	149	78 8 4
310	Tuckingmill, All Saints' N.	120 0 0		
304	Tudy, St. - Ch. 5	- - -	28	12 8 10
306	Tywardreath N. 10	180 0 0	120	49 13 6
304	Wadebridge 7	- - -	36	80 1 4
310	Wall - - W. 6	- - -	82	53 14 11
301	Warbstow - N.	*30 0 0		
309	Wendron - N. *c*	*90 0 0		

a For two years. *b* School not existing. *c* Removed from inspection. *d* Grant due 1864.
e School closed. *f* Refused under Article 51 *a*. *g* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixture	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	CORNWALL—*cont.*	£ s. d.		£ s. d.
305	Wenn, St. - N. 5	160 0 0	32	12 15 8
			2	0 10 0
309	Wheal Ruby (Carnmenellis) N. 6	- - -	22	0 15 9
311	Zennor - N.	69 0 0		
	CUMBERLAND.			
569	Allhallows - Ch. 2	268 5 3	43	23 1 0
569	Allonby - B.	100 0 0		
564	Alston Charity - Undl. 6	- - -	105	62 8 10
564	Alston - N. 3	199 17 6	116	57 11 9
569	Aspatria - N. 3	15 0 0	70	21 9 4
571	Beckermet District - 11	- - -	60	38 18 6
571	Bees, St. - N. 5	- - -	29	13 12 8
569	Blencogo - Ch.			
569	Blennerhasset - B. 5	- - -	43	27 11 6
569	Bolton - N. 2	264 0 0	58	38 13 10
570	Bothel - N.	236 0 0		
569	Bowness - N. 2	- - -	62	34 15 6
570	Braithwaite N. 2	- - -	41	25 11 10
566	Brampton - N. 10	833 0 0	294	127 7 1
566	Brampton Eng. Pres.			
570	Brigham (Keswick) - N. 11	- - -	87	36 4 6
570	Broughton, Great, Endowed - Ch. 4	143 5 0	64	24 0 0
569	Caldbeck - 2	- - -	56	28 5 2
568	Cargo - Ch. 12	213 0 0	—	*a*
568	Carlisle - B. 5	*300 0 0	176	84 13 6
	" - "	54 0 0		
568	Carlisle, Central - N. 10	- - -	244	105 15 10
568	Carlisle, Ch. Ch. - - N. 10	575 1 3	450	213 6 10
			27	9 17 6
569	Carlisle, Education Society's.			
563	Carlisle, St. Bede's - R. 6	- - -	180	49 18 5
			44	9 7 8
563	Carlisle, St. Patrick's - R. 6	64 0 10	127	47 4 8
			27	7 16 0
568	Carlisle, St. Stephen's - N. 10	250 19 4	257	109 3 11
568	Carlisle, Shaddon Works - Ch. 10	- - -	234	117 15 10
			68	19 13 4
568	Carlisle (The Fawcett) - N. 10	352 6 4	323	151 8 6
			52	23 16 8
568	Carlisle, Holy Trinity - N.	196 10 0		
571	Cleator - N. 12	- - -	*b* 86	37 3 3
			111	54 5 0
571	Cleator Mills B. 5	- - -	120	56 8 6
570	Clifton (Workington) - N. 4	494 8 0	149	77 14 4
570	Cockermouth N. 4	289 18 0	202	73 17 10

a Due, but not paid. *b* For two years.
d Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	CUMBERLAND—*cont.*	£ s. d.		£ s. d.
570	Cockermouth, St. Joseph's R. 6	- - -	57	27 3 6
			51	5 15 10
568	Cotehill - Ch.	97 10 0		
570	Crosby, Cross Canonby - N. 10	223 0 0	87	42 19 2
568	Crosby-on-Eden - N. 1	139 3 4	64	31 17 10
570	Crosthwaite N. 5	- - -	56	16 1 1
570	Crosthwaite, Free Grammar.			
568	Cummersdale Mills - - 1	- - -	52	15 16 5
565	Cumrew - N.	57 0 0		
565	Dacre - - N.	*40 0 0		
568	Dalston - Ch. 1	237 2 6	76	38 0 6
570	Dearham, Ellenborough and Uncrigg Ch. 1	160 1 3	78	46 4 0
570	Dovenby - N.	100 0 0		
569	Drumburgh N.	*45 0 0		
569	Fingland - N.	*30 0 0		
570	‡Flimby - N.			
571	Frizington - N.	*25 0 0		
565	Gamblesby - W. 6	- - -	32	12 12 *d*
564	‡Garrigill Gate - - B.			
565	Greystoke - N.			
571	Harrington Ch. *c*			
566	Heads Nook B. 5	- - -	45	18 10 1
571	Hensingham N. 11	- - -	151	74 5 10
565	Hesket-in-the-Forest - P.			
564	‡High Plains B.			
569	‡Holme Cultram, Aldoth N.			
569	Holme Cultram, Abbey Town - N. 3	- - -	56	25 7 10
569	Holme Cultram, St. Cuthbert's N.	70 0 0		
568	Holme Eden Ch. 11	- - -	26	13 13 0
568	Holmehead - B. 5	- - -	222	123 7 6
568	‡Houghton - Ch.			
565	Howrigg - Ch. 2	- - -	39	*d*
565	Hutton Mar Ch.			
569	Ireby, Grammar - - 5	- - -	56	31 10 0
572	Irton - - N. 5	- - -	51	28 0 0
568	Ive Gill - B.	*30 0 0		
570	Keswick, St. John's - N. 5	- - -	102	7 11 11
	Kirkbampton, Union of Schools - 3			
569	Kirkbampton	- - -	27	18 15 1
568	Burgh by Sands -	- - -	32	15 10 2
568	Moorhouse	- - -	19	6 0 0
568	Kirk Andrews	- - -	34	19 10 8
568	Newby -	- - -	23	11 8 0
565	Kirkoswald - N. 1	298 7 0	82	45 8 0
571	Lamplugh - P. 5	- - -	55	28 14 4

c Removed from inspection.

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	CUMBERLAND—*cont.*	£ s. d.		£ s. d.
566	Lanercost Island - Ch.	184 0 0		
566	Laversdale - Ch. 1	284 0 0	45	33 15 0
565	Lazonby - N. 2	- - -	51	30 12 10
564	Leadgate-in-Alston - N. 4	- - -	47	32 18 0
567	Longtown, United - 5	430 0 0	209	95 11 10
570	Maryport - N. 10	426 10 0	210	100 19 4
570	Maryport - B. 5	149 3 2	174	90 5 4
565	Melmerby - Ch. 1	313 8 0	40	18 17 8
572	Millom - Ch. 11	259 0 0	51	15 2 10
571	Montreal - Ch. 12	- - -	138	63 19 4
572	Muncaster - Ch. 7	- - -	52	39 2 6
565	Mungrisdale			
564	Nent Hall - Ch. 4	- - -	28	13 11 8
571	Nether Wasdale, Village 5	- - -	28	14 9 2
563	Newby - N.	50 0 0		
570	‡Newlands - N. *a*			
569	Newton, West, St. Matthew's N. 3	- - -	56	21 7 2
565	Ousby, St. Luke's - N.	80 0 0		
565	Penrith - N. 2	431 0 0	66	26 11 7
565	Penrith - B. 6	238 0 0	36 16	51 13 4 4 0 0
565	Penrith - W. 6	234 15 0	138	60 6 10
570	‡Plumbland - N.			
565	Raughton Head - Ch. 11	- - -	52	31 17 0
565	Salkeld, Gt. N. 1	283 0 0	29	4 9 3
567	Scaleby - N. 11	40 0 0	31	6 16 10
568	Scotby N. & P. 3	174 0 0	71	31 12 4
569	Silloth, St. Paul's - N. 3	426 0 0	92	47 11 8
565	Stainton, Mixed - Ch. 2	103 15 0	42	21 8 0
568	Stanwix - N. 10	*55 0 0	119	73 9 0
	" - "	343 15 4		
568	Stanwix, Reformatory.			
567	Stapleton - Ch. 1	32 2 0		
566	Talkin - Ch. 11	282 0 0		*b*
569	‡Thursby, Endowed.			
572	Thwaites - Ch.	122 7 6		
569	Uldale (Grammar) - N. 5	54 0 0	30	*c*
568	Upperby - N. 11	174 0 0	79	43 11 8
568	Warwick (near Carlisle) B. 5	- - -	31	13 18 4
565	Watermillock, Grammar -	170 12 0		
569	Westward - Ch.			
568	Wetheral, Village - Ch. 11	90 0 0	58	34 18 3
571	Whitehaven U.			
571	Whitehaven, St. Mary's - R.			
571	Whitehaven, St. Nicholas' N. 11	223 6 0	176	77 13 0
571	Whitehaven, Holy Trinity N. 11	*200 0 0	*d* 403	184 1 6
	"	281 6 8	393	205 13 2
569	Wiggonby - N. 3	- - -	75	*e*
569	Wigton - N. 3	- - -	268	114 6 2
569	Wigton - B. 5	*210 0 0	43	16 13 8
569	Wigton - R. 6	- - -	114	27 19 7
570	Workington, Free - Ch. 11	1,215 0 0	147 *d* 136	21 11 0 64 16 2
570	Workington, R. 6	- - -	83	35 18 0
570	Workington, (St. John's) Ch. 11	516 9 0	169 *d* 189	85 12 6 95 19 10
568	Wreay - N. 12	- - -	66	26 1 0
	DERBYSHIRE.			
446	Alfreton - N. 11	350 0 0	81	45 13 4
447	Alkmonton - N. 11	- - -	24	12 7 0
446	Allestree - N. 2	207 0 0	87	39 13 6
444	Alvaston and Boulton - Ch. 2	335 0 0	68	31 6 3
447	Ashbourne - N. 4	- - -	209	79 16 3
449	Ashford - N. 6	- - -	60 19	36 7 10 6 17 6
448	Ashover Hill Ch.			
444	Aston-on-Trent - N. 2	54 0 0	39	16 18 3
449	Bakewell - N. 6	137 5 0	106 29	45 19 8 8 12 6
449	Bakewell - W. 10	- - -	30	12 15 0
450	Bamford - N. 5	62 10 0	78 36	44 18 8 14 1 8
449	Baslow (Ch. Ch. - N. 12	- - -	46	28 2 6
509	Beighton and Hackenthorpe - N. 8	367 0 0	47	21 6 8
446	Belper - N. 6	536 0 0	149 55	64 1 4 14 4 2
446	Belper - U.			
446	Belper - W. *f*			
447	Bentley Fenny Ch.			
447	Biggin, St. Thomas' - N.	150 0 0		
448	Bolsover - N.	251 10 0		
447	Bonsall - Ch. 6	- - -	51	22 4 5
444	Borrowash, Infants - N.			
374	Boylestone - N.	90 0 0		
448	Brackenfield N. 6	125 7 0	67	25 10 11
447	Brailsford, Mr. Evans's - 10	- - -	80	44 9 6
448	Brampton, St. Thomas' N. 8	114 15 0	128 42	56 4 0 5 5 0
447	Brassington N. 6	- - -	70	39 4 8
444	Breaston - N.	144 0 0		
448	Brimington - N.	75 0 0		
375	‡Broughton Church - N.			
450	Burbage - Ch. 2	- - -	185 28	108 4 4 8 13 4
450	Buxton, Endowed - N.			
450	Buxton - W.	92 10 0		

a Removed from inspection. *b* Due, but not paid. *c* Refused under Article 51 *c*.
d For two years. *e* Refused under Article 52 *d*. *f* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	DERBY—*cont.*	£ s. d.		£ s. d.
450	Castleton, Boys - N. 5	- - -	34	15 12 0
			16	4 6 8
450	Castleton, Girls - N. 5	- - -	34	17 10 0
450	Chapel-en-le-Frith - N. 5	*105 0 0	179	83 14 7
	" " - "	25 17 0		
451	Charlesworth N. 5	250 0 0	76	41 19 5
451	Charlesworth B.			
448	Chesterfield, Old, Trinity N. 6	174 5 0	147	55 0 9
448	Chesterfield R. 5	- - -	195	91 4 4
448	Chesterfield, Victoria - N. 8	190 0 0	149	85 17 0
				a 20 0 0
450	Chinley - B.	*40 0 0		
448	Clay Cross Iron Works 10	- - -	658	321 18 8
			66	19 6 8
448	Clay Cross, St. Bartholomew's - P.			
447	Clifton - Ch. 4	- - -	22	8 4 8
438	Codnor and Loscoe, Boys - N. 10	240 0 0	90	44 17 8
438	Codnor, Girls and Infants N. 10	550 0 0	177	84 0 10
446	Crich - - N. 5	284 8 10	138	59 6 6
376	Croxall - Ch. 4	- - -	53	23 17 7
449	Darley, South - Ch. 6	131 16 8	50	23 12 2
445	Derby, All Saints' - N. 7	*160 0 0	213	111 14 0
	" " - "	320 0 0	69	26 0 10
443	Derby - " - B. 10	505 0 0	342	189 3 8
445	Derby, Canal Street - W. 10	- - -	373	169 6 10
			26	7 10 0
445	Derby, Ch. Ch. - - N. 7	350 7 6	285	135 13 10
			38	10 5 0
445	Derby, Curzon Street - N. 7	456 5 8	290	121 6 10
445	Derby, King Street - W. 10	- - -	292	147 16 0
			10	2 15 0
445	Derby, Parliament St. W. 10	- - -	102	55 2 10
445	Derby, Practising - 7	382 15 0	183	87 1 6
445	Derby Ragged and Industrial -	372 0 0		
445	Derby, St. Alkmund's N. 7	211 0 0	271	120 4 4
445	Derby, St. Andrew's - N. 8	- - -	383	174 5 8
			20	4 15 0
445	Derby, St. James - Ch. 7	- - -	145	35 14 4
445	Derby, St. Joseph's - R. *b*			
445	Derby, St. Mary's - R. 5	- - -	102	54 18 0
			31	11 19 2
445	Derby, St. Michael's - N. 8	- - -	165	85 9 0
445	Derby, St. Paul's - N. 7	234 15 0	145	64 1 2
			31	11 5 10
	DERBY—*cont.*	£ s. d.		£ s. d.
445	Derby, St. Peter's Bag Lane, Infts. N. 7	*85 0 0	101	47 8 0
445	Derby, St. Peter's, Devonshire St. N. 7	*125 0 0	133	64 3 8
	" " "	15 13 4	79	29 0 10
445	Derby, " St. " Peter's, Rose Hill District Ch.	275 0 0		
445	Derby, St. Peter's, Siddal's Lane N. 7	*c**160 0 0	249	126 11 4
			86	34 8 4
445	Derby, St. Peter's, Traffic St. - N. 7	*d* 124 0 0	223	116 15 6
	" " - "	8 0 0		
445	Derby, Holy Trinity - N. 7	626 0 0	469	221 3 7
			21	5 10 3
507	Dore - - N. 5	20 0 0	60	28 14 4
374	Doveridge - N. 11	- - -	70	37 13 4
444	Draycott and Wilne - P. 2	426 10 0	154	85 19 8
448	Dronfield Ch. N. 12	- - -	73	*e* 34 1 6
			78	32 1 9
446	Duffield, Endowed - N. 4	21 0 0	43	*f*
444	Eaton, Little N. 11	85 0 0	80	21 12 1
444	Eaton, Long N. 11	243 18 9	214	98 15 8
450	Edale - - N. 5	- - -	38	5 19 4
449	Edensor - N. 6	- - -	41	28 0 0
449	Elton - - Ch. 2	- - -	35	16 10 10
444	Elvaston, Earl of Harrington's - - 1	- - -	48	24 8 4
449	Eyam, Mixed Ch. 5	- - -	92	50 9 4
			32	8 0 0
451	Glossop, All Saints' - R.			
451	Glossop - B.	*g**225 0 0		
451	Glossop, Dinting Vale, Printworks B.			
451	Glossop (Duke of Norfolk's) B. 10	31 11 3	115	*f*
448	Grasmoor (in Hasland) N. 8	- - -	62	29 3 4
375	Gresley - N. 3	218 5	145	64 16 6
451	Hadfield - Ch.			
451	Hadfield - W. 10	- -	95	43 14 0
448	Handley, Mixed - Ch. 6	- - -	68	14 6 11
437	Hardwick - N.			
447	Hartington - Ch. 10	153 6 3	38	6 3 9
448	Hasland - N.	207 6 3		
449	Hassop - R. 5	- - -	33	24 15 0
449	Hathersage - Ch. 5	304 0 0	100	53 16 2
449	Hathersage - W. *h*			
451	Hayfield, Town's - N.	*116 0 0		
446	Hazlewood - N.	69 0 0		
446	Heage - N. 6	138 2 5	92	31 1 4
438	Heanor - N. 10	316 13 0	267	137 1 2
448	Heath - Ch. 10	- - -	52	21 18 2

a Retiring pension. *b* School sold and children transferred to Derby, St. Mary's, R.C. School.
c Part of this grant belongs to Traffic Street School.
d For repairing Bag Lane, Devonshire Street, Siddal's Lane, and Traffic Street Schools. *e* For two years.
f Refused under Article 52 *d*. *g* School pulled down and 165*l*. 8*s*. 1*d*. repaid. *h* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	DERBY—*cont.*	£ s. d.		£ s. d.
446	Holbrooke - Ch. 3	- - -	65	30 13 10
450	Hope - Ch. 5	- - -	61	31 15 6
446	Horsley - N. *c*	35 0 4	120	57 9 2
			12	4 5 0
451	Howard Town - - W. 10	- - -	166	82 7 6
447	Hulland - N. 11	- - -	69	38 1 8
446	Idridgehay - P. 3	115 17 6	37	19 15 6
438	Ilkeston - N. 10	410 13 0	194	109 14 2
438	Ilkeston - B. 11	286 0 0	220	118 2 8
446	Ironville - N. 11	490 0 0	377	193 16 4
438	Ironville, Golden Valley, Infants - N. 11	- - -	63	29 17 6
447	Kniveton - N.	53 0 0		
446	Langley Kirk N.	40 0 0		
446	Lea - Public 10	512 5 0	120	60 5 2
444	Littleover - N. 2	70 0 0	50	18 9 4
447	Longford - P. 5	- - -	49	3 15 0
375	Longlane, Christ Ch. Ch. 2	45 10 0	38	15 13 4
375	Lullington - Ch. 4			
449	Matlock Bath N. 2	205 0 0	88	58 4 4
414	Measham - N. 3	*20 0 0	276	132 9 11
	„ - „	145 6 6		
444	Melbourne - N. 4	54 0 0	196	101 15 0
			35	10 17 6
451	Mellor, Methodist Free Church - *a*			
375	‡Mickleover - Ch. *b*			
449	Middleton by Wirksworth N. 5	183 11 10	116	63 10 8
			252	177 12 6
446	Milford - B. 10	- - -	82	30 6 8
449	Monyash - N. *b*			
446	Morley - N.	17 1 9		
448	Newbold with Dunston - Ch. 8	292 12 6	132	58 6 10
375	Newhall - N. 4	357 10 0	188	79 0 10
451	Newmills - B. 10	- - -	183	83 16 3
451	Newmills, St. George's - N. 5	300 0 0	197	65 16 0
451	Newmills - W.			
375	Newton-Solney - N. 2	- - -	67	38 2 2
444	Normanton - Ch. 8	- - -	30	11 15 8
437	Normanton, South - - N. *b*	*64 0 0		
507	Norton Greenhill - - N. 8	46 0 0	33	12 18 8
444	Ockbrooke - N. 2	227 10 0	51	32 5 4
			17	6 0 10
447	Osmaston - N. 4	- - -	72	38 11 0
			9	3 17 6
447	Parwich - 4	- - -	43	20 13 2
446	‡Pentrich - N.			
437	Pleasley Works - B. 12	- - -	62	44 12 4
			14	3 13 4
414	Raveustone - N. 3	- - -	38	20 13 6
446	Riddings - N. 11	345 0 0	270	97 2 0
448	Ridgeway - N.	*80 0 0		
446	Ripley (Boys, Girls, & Inft.) N. 6	1,185 7 6	449	250 11 11
			14	4 13 4
446	Ripley, St. John's - N. 6	230 0 0	114	60 17 4
446	Ripley - W. *a*			
444	Sawley - N. 11	415 0 0	116	71 1 8
437	Scarcliffe and Upper Langwith - N. 7	- - -	35	9 18 8
375	Scropton - N. 4	111 5 0	50	19 10 8
444	Shardlow - P *b*			
438	Shipley and Cotmanhay N. 10	551 11 3	221	108 4 4
437	Shirebrook - N.	83 5 0		
448	Shirland - N. 2	133 10 0	46	5 17 1
447	Shirley - N. 4	88 6 8	39	19 9 4
446	Smalley, Boys N. 11	49 5 0	88	18 10 8
446	Smalley, Girls N.	153 0 0		
446	Somercotes, Infants - Ch. 11	215 0 0		*c*
448	Spink Hill - R. 5	- - -	81	35 10 10
			124	65 11 4
444	Spondon - N. 11	183 0 0	19	5 5 10
437	Stainsby - Ch. 10	- - -	35	*d*
444	Stanton-by-Dale Abbey N. 5	275 0 0	64	32 8 2
			55	12 2 6
375	Stapenhill - N. 4	- - -	104	28 11 11
448	Staveley - N. 6	200 0 0	251	118 4 4
448	Staveley Works - Ch. 6	- - -	331	177 13 10
448	Stonebroom B. 10	- - -	90	23 10 0
449	Stony-Middleton - N. 12	- - -	38	15 6 2
			14	1 15 0
374	Sudbury (Lady Vernon's) - N. 11	- - -	*e* 57	27 15 10
			58	27 0 2
375	Swadlincote N. 4	- - -	136	63 11 2
446	Swanwick - Ch. 11	- - -	218	104 1 0
449	Tansley - N. 12	163 14 0		*c*
437	Tibshelf - N. 10	- - -	59	59 0 0
449	Tideswell - N. 5	305 0 0	147	51 1 7
			34	13 16 7
446	Turnditch - N. 7	75 0 0	45	19 17 4
448	Wessington - N.	42 1 6		
451	Whitfield - N. 5	309 0 0	208	124 8 6
448	Whittington (Webster's Endowed) - P.	144 0 0		
436	Whitwell - Ch. 11	- - -	59	26 4 0
448	Wingerworth Coal Co.'s - 4	- - -	92	43 14 4
			17	3 12 6
449	Winster - N. 12	207 6 8	68	33 7 4
446	Wirksworth N. 5	290 0 0	172	82 13 8
448	Woodthorpe Ch. 6	- - -	111	41 11 11
450	Wormhill, St. Margaret's P. 12	- - -	31	11 14 5
447	Yeaveley - N. 4	58 10 0	24	14 7 4
449	Youlgreave - N. 11	309 17 6		*c*
	DEVONSHIRE.			
285	Alvington, West - - Ch. 2	- - -	27	15 5 4
294	Anstey, West Ch. 2	167 7 6	46	22 6 4
297	Appledore - N. 11	136 6 8	77	35 19 6
297	Appledore - W. 11	- - -	78	44 6 6
283	Ashburton, Infants - N.	*38 0 0		
291	Ashbury and Northlew - P. 7	- - -	67	36 7 8

a School closed. *b* Removed from inspection. *c* Due, but not paid.
d Refused under Article 52 *d*. *e* For two years.

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	DEVON—*cont.*	£ s. d.		£ s. d.
281	Ashcombe - N.			
295	Ashford - Ch.	75 4 0		
296	Ashreigney - N.	361 16 0		
281	Ashton - N.	*37 0 0		
285	Aveton-Gifford - N. 2	463 4 0	76	40 4 11
280	Awliscombe - N.	*36 0 0		
279	Axminster - N. 3	158 0 0	209	85 19 4
			17	6 4 2
			56	31 3 8
279	Axmouth - N. 3	19 1 4	12	4 15 0
283	Babbicombe N. 6	- - -	95	48 7 4
295	Barnstaple - N. 5	*100 0 0	100	52 12 4
295	Barnstaple, Blue Coat (Boys Endowed) - N. 5	- - -	67	40 12 1
295	Barnstaple - R. 7	- - -	64	39 13 6
295	Barnstaple, St. Mary Magdalene N. 5	- - -	125	59 18 6
295	Barnstaple, Holy Trinity N. 5	345 0 0	48	15 10 10
295	Barnstaple - W. 11	499 0 0	227	108 4 6
291	Beaworthy - N.	*25 0 0		
295	Berryn Arbor - N. 5	126 0 0		
295	Bickington - Ch. 5	- - -	89	48 15 2
			15	6 12 6
293	Bickleigh (Tiverton) N.	59 13 4		
286	Bickleigh (Roborough) N. 4	- - -	54	18 10 2
297	Bideford - B. 11	*240 0 0		
	„ „	86 1 7	265	120 19 7
297	Bideford, Longbridge N. 11	125 0 0	169	59 4 4
283	Bishop's Teignton - Ch. 6	- - -	83	34 18 5
			12	3 19 8
285	Blackawton N. *a*	*37 0 0		
283	Bovey, North N. 7	- - -	35	22 4 6
283	Bovey Tracey N. 7	*87 0 0	117	52 6 4
	„ „ - „	160 15 0		
283	Bovey Tracey B. 1	- - -	101	30 2 2
293	Bradninch - N. 2	*99 0 0	202	99 6 10
	„	52 18 0	22	8 3 4
281	Bramford Speke, Village - N. 2	- - -	26	17 9 9
281	Brampford Wood, Reformatory.			
291	Bratton Clovelly - N. *a*	*65 0 0		
295	Bratton Fleming - N. 5	75 6 0	65	43 3 2
291	Bridestowe and Sourton - Ch. 10	159 0 0	47	33 1 6
284	Bridgetown (Totnes) 1	- - -	67	25 7 0
284	Brixham - B. 1	- - -	63	26 19 8
284	Brixham, Endowed - Ch. 2	50 0 0	96	*b*
284	Brixham, Girls 2	- - -	55	19 16 0
284	Brixham, Infants - N. 2	- - -	118	41 15 4
281	Broadclyst - N. 3	- - -	167	58 12 10
			19	6 5 10
284	Buckfastleigh - N.	189 0 0		
284	Buckfastleigh - B. 1	*170 0 0	67	33 2 2
			13	4 17 6
286	Buckland (Egg) - N. 11	133 0 0	67	33 9 10
290	Buckland Monachorum - Ch. 12	150 0 0	34	10 18 7
294	Buckland, West - - N.	110 0 0		
286	Budeaux, St. N.	*40 0 0		
314	Burlescombe Ch. 5	304 0 0	62	51 6 3
			10	3 11 8
294	Burrington - N. 4	332 0 0	75	48 11 8
293	Butterleigh - N.	26 0 0		
293	Cadeleigh - N.	40 0 0		
291	Chagford - P. 7	128 12 6	76	40 9 4
291	Chagford, Infant - N. 7	- - -	58	29 6 8
295	Challacombe N.	119 10 0		
294	Charles - Ch. 4	80 0 0	40	19 16 4
292	Cheriton, Bishop - N.	*25 0 0		
293	Chevithorne Ch. 2	250 0 0	52	24 1 8
290	Chillaton, Girls and Infants - Ch. 4	- - -	33	9 16 7
			18	4 18 4
294	Chittlehampton - N. 4	- - -	108	54 15 10
			5	1 5 1
281	Christow - Ch. 7	- - -	73	28 7 11
283	Chudleigh - N. 7	799 16 0	161	91 18 4
294	Chumleigh - B. *c*	*50 0 0		
292	Colebrooke - N. *a*	*140 0 0		
292	Coleridge - N.			
293	Collumpton N. 2	21 0 0	172	98 6 4
			59	19 14 2
279	Colyton - N. 3	*92 0 0	107	57 17 0
			16	4 18 4
281	Colyton Rawleigh - N. 3	60 0 0	68	28 17 2
			7	2 10 10
295	Combmartin N. 5	104 15 6	122	46 13 4
			25	7 12 9
286	Compton Gifford - Ch. 3	- - -	49	24 2 8
286	Cornwood - N. 3	315 0 0	76	32 19 4
281	Countess Wear - - N. 12	100 0 0	58	35 16 10
314	Culmstock - N. 5	*70 0 0	71	40 14 8
290	Dartmoor Prison - N. 4	- - -	145	64 16 2
284	Dartmouth, St. Petrox - N. 2	- - -	81	32 0 6
283	Dawlish - N. 11	- - -	230	122 16 4
			22	8 8 4
282	Devon and Exeter, Central - - N. 10	1,395 0 0	274	130 0 8
282	Devon and Exeter, Infant - - Ch. 10	- - -	103	46 10 0
289	Devonport, Royal Naval and Military Free 10	978 0 0	603	303 10 6
289	Devonport, St. James' - N. 11	863 16 0	314	141 15 8
			9	2 2 6

a Removed from inspection.
c School given up.

b Deducted under Articles 52 *d.*, 52 *a.*, and 52 *b.*

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	DEVON—*cont.*	£ s. d.		£ s. d.
289	Devonport, St. Joseph's - R. 7	- - -	120	73 1 3
289	Devonport, St. Mary's- N. 11	- - -	214	68 17 2
289	Devonport, St. Paul's - Ch. 11			*a*
289	Devonport, St. Stephen's - N. 11			*a*
284	Dittisham - N. 2	92 10 0	66	30 13 8
285	Dodbrooke - N. 2	134 0 0	83	54 0 8
296	Dolton - - N. 4	- - -	84	46 11 10
295	Down, West N.	50 0 0		*a*
291	Drewsteignton N. 12			
281	Dunsford - N. 7	- - -	45	17 18 8
286	Ermington - N. 11	144 10 0	50	21 10 8
291	Exbourne - N.	*60 0 0		
282	Exeter, Episcopal, Charity - N.			
282	Exeter, Mint Lane - - W. 5	335 0 0	224	85 2 4
282	Exeter, St. David's, Boys N. 10	- - -	151	86 18 8
282	Exeter, St. David's, Girls P. 10	- - -	155	72 15 4
282	Exeter, St. James' - N. 10	221 16 0	159	88 17 4
282	Exeter, St. Sidwell's - N. 10	500 0 0	254	110 18 0
282	Exeter, Grosvenor Independent - *b*	*150 0 0		
281	Exeter, St. Thomas' - P. 10	325 0 0	109	44 17 4
281	Exeter, St. Thomas' - U.			
282	Exeter, City Workhouse U.			
281	Exminster - N.	354 0 0		
281	Exmouth - N. 12	- - -	85	*c*
281	Exwick - N. 11	255 0 0	43	17 2 5
294	Filleigh, Castle Hill - N. 4	217 17 6	72	46 5 0
283	Furrough Cross Free Church 1	- - -	85	31 5 8
296	Giles, St., in the Wood - N. 4	- - -	114	63 11 10
290	Gulworthy (Duke of Bedford's) - 4	- - -	116 20	72 13 4 6 13 4
293	Halberton - N. 2	305 18 0	101	56 16 0
291	Hampton, High N.	*85 0 0		
284	Harberton - N. 2	- - -	64	28 6 3
284	Harberton Ford - - N.	137 0 0		
297	Hartland - N. 11	- - -	63	28 4 5
291	Hatherleigh N. 7	*112 0 0	142 20	71 17 1 8 10 0
281	Heavitree - P. 11	- - -	94	41 2 4
283	Hennock - Ch. 7	- - -	66	36 15 0
283	Highweek, New - - P. 6	- - -	133 5	67 8 0 1 12 6
286	Holberton - N. 11	- - -	42 *d* 8 45	17 19 6 2 17 6 20 16 6
298	Hollacombe B. *e*	*45 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	DEVON—*cont.*	£ s. d.		£ s. d.
284	Holne - - N. 2	5 18 3	28	16 17 0
298	Holsworthy N. 5	115 0 0	81	33 12 0
298	Holsworthy W. 5	150 15 0	52	17 9 10
280	Honiton - N. 3	273 7 6	201 33	126 2 6 10 17 6
280	Honiton - B. *b*	*150 0 0		
286	Hooe, West - N. 11	- - -	64	25 2 6
290	Horrabridge - 10	87 4 0	92	55 2 8
284	Huish, North N. 2	75 13 4	37	15 12 4
281	Ide - - N. 11	275 0 0		*a*
291	Iddesleigh and Dowland - N. 7	219 10 0	38 9	23 12 6 2 19 2
295	Ilfracombe - N. 5	228 0 0	138	66 15 3
295	Ilfracombe - B. 5	- - -	54	23 8 10
295	Ilfracombe, St. Philip's and St. James' - N. 5	- - -	127	61 4 6
295	Instow - N.	117 0 0		
283	Ipplepen - W. 1	- - -	46 11	20 16 9 1 12 11
286	Ivybridge - Ch. 3	- - -	127	59 0 4
290	Kelly - - Ch. 4	- - -	36	10 2 10
281	Kenn - - Ch. 11	- - -	88	43 9 3
293	Kentisbeare N.			
281	Kenton - N. 7	- - -	79	42 0 8
285	Kingsbridge and Dodbrooke - B. 10	284 0 0	165	74 8 2
283	Kingskerswell, St. Mary's - N. 6	280 0 0	105	49 17 6
283	King's Teignton - - Ch. 6	256 12 6	141	65 8 9
290	Lamerton - N. 4	160 17 6	112 10	48 8 6 3 11 8
295	Landkey - N. 4	- - -	50	14 4 0
292	Lapford - Ch. 4	- - -	26	27 0 0
283	Lensden - N. 7	- - -	25	11 13 2
290	Lew Trenchard - - N.	66 10 0		
295	Loxhore - N. 5	40 0 0	65	44 15 0
281	Lympston - N. 12	- - -	45 14 *d* 46 14	30 8 5 5 10 0 33 3 0 5 5 0
295	Lynton - N. 5	100 0 0	47	19 16 0
283	Manaton - Ch. 7	101 0 0	30	15 10 0
284	Marldon - N. 2	144 0 0	45	26 4 4
295	Marwood, Endowed.			
283	Marychurch, St. - - N. 6	87 6 0	172 26	68 10 3 8 0 0
290	Mary, Tavy, St. - - N. 4	*f* *100 0 0	109	48 5 4
290	Meavy - - N. 10	*25 0 0		
	" - - "	30 0 0	25	11 17 8
279	Membury - N.	61 0 0		
296	Merton - - N. 4	- - -	62 6	46 12 2 0 15 0
290	Milton Abbot, (Duke of Bedford's), Boys - - N. 4	- - -	47	12 10 8
290	Milton Abbot, Girls', Free N. 4	60 0 0	45	22 13 10
285	Modbury - N.	*100 0 0		
	" - "	77 0 0		

a Due, but not paid. *b* Removed from inspection. *c* Refused under Article 52*d*.
d For two years. *e* School not existing. *f* This grant was made when this was a British School.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	DEVON—*cont.*	£ s. d.		£ s. d.
294	Molton, North N. 4	- - -	63	25 9 10
			18	6 3 4
294	Molton, South N. 4	- - -	82	29 17 10
294	Molton, South B. 11	400 0 0	[a] 134	56 10 2
			[a] 124	56 17 4
294	Molton, South W. 11		*b*	
292	Morchard, Bishop's - Ch. 11	- - -	107	72 13 4
313B	Morebath - Ch. 2	- - -	37	19 4 7
295	Newport - N. 5	- - -	72	42 14 0
			17	5 9 2
297	Northam - N.	*90 0 0		
286	Nos-Mayo - N.	111 0 0		
294	Nympton Bishop's - N. *c*	50 0 0		
294	Nympton King's - Ch. 4	- - -	48	22 12 1
			7	1 15 10
280	Offwell - N.			
291	Okehampton N. 10	*82 0 0	50	34 0 0
	" - "	44 0 0		
280	Ottery, St. Mary's - N. 3	- - -	176	107 19 4
284	Paignton - N. 2	189 10 0	185	79 17 4
297	Parkham - N. 11	35 0 0	58	9 4 11
290	Peter Tavy - N. 4	128 0 0	41	13 14 1
301	Petherwyn, North - N.	80 0 0		
296	Petrockstowe Ch. 4	- - -	51	24 4 6
295	Pilton - - N. 5	*100 0 0	91	31 2 10
			30	11 1 8
287	Plymouth, Charles Parish - N. 3	1,517 4 1	593	265 13 0
287	Plymouth, Ch. Ch. - N. 3	185 6 8	186	77 18 8
287	Plymouth, Grey - Ch. 3	- - -	114	25 18 11
287	Plymouth, Public Free B. 10	699 1 6	1133	457 11 8
			45	5 12 6
			[a] 1074	423 12 6
			25	9 9 2
287	Plymouth, St. Andrew's Chapel - N. 3	- - -	100	42 8 6
287	Plymouth, St. Andrew's, Millbay Branch N. 2	- - -	51	19 12 7
287	Plymouth, St. Andrew's, Princess Street N. 3	515 5 0	339	156 5 4
			24	7 3 4
287	Plymouth, St. Boniface, Boys, Girls, and Infants R. 7	- - -	384	185 11 9
			82	28 1 10
287	Plymouth, St. James' - Ch. 3	- - -	115	44 13 2
287	Plymouth, St. Peter's - N. 3	- - -	178	70 4 1
287	Plymouth, Holy Trinity - N. 3	502 11 6	289	133 10 2
286	Plympton, St. Mary's - N. 11	267 10 0	133	45 9 10
			14	4 13 4
285	Pool, South - N.	140 9 4		
236	Plymstock - N. 11	55 12 0	[a] 125	49 10 3
			[a] 130	56 7 8
290	RaddonChapelN. 4	- - -	50	20 13 4
284	Rattery - Ch. 2	- - -	38	19 0 10
294	Rose Ash - N.	65 0 0		
285	Salcombe, near Kingsbridge N. 2	150 0 0	102	52 2 2
293	Sampford Peverell - N	100 0 0		
292	Sandford - N. 11	- - -	110	34 10 0
279	Seaton - - 11	- - -	51	40 7 6
			15	6 0 10
296	Shebbeare - N.	*30 0 0		
280	Sidmouth, All Saints' - N. 3	161 0 0	98	50 9 2
280	Sidmouth - P. 3	- - -	93	36 15 5
293	Silverton - N. 2	111 0 0	64	41 4 11
281	Starcross - N. 11	- - -	64	25 8 11
289	Stoke Damerel, Public - - 10	*90 0 0	254	120 2 4
	"	130 0 0		
285	Stoke Fleming P. 2	- - -	58	22 0 8
284	Stoke Gabriel N. 2	71 10 0	65	22 14 6
285	Stokenham - N. 2	316 12 6	143	91 5 9
288	Stonehouse N. 3	24 11 8	315	153 11 4
288	Stonehouse - W. *c*			
285	Street - 2	- - -	43	13 7 7
287	Sutton-on-Plym - N. 4	202 5 0	107	45 1 4
295	Swimbridge P. 5	228 15 0	53	29 11 6
290	Sydenham Damerel - N. 4	- - -	46	27 12 6
			6	1 16 8
290	Tavistock - N. 4	415 0 0	328	111 1 4
			43	13 14 2
290	Tavistock - B. 10	- - -	328	145 10 10
295	Tawton Bishop's N. 5	66 10 0	71	42 5 0
			6	1 3 4
291	Tawton, North, Infants - Ch.	195 0 0		
283	Teignmouth B.			
283	Teignmouth, East and West - - P. 11	- - -	351	119 2 7
			16	2 0 0
283	Teignmouth R. 7	- - -	43	5 1 5
283	Teignmouth W. *c*			
293	Thorverton, Boys N. 2	140 0 0	88	44 0 0
280	Tipton, St. John's - N.	50 0 0		
293	Tiverton - N. 2	138 0 0	193	110 7 6
			20	5 18 4
293	Tiverton (Bampton Street) Infant - B. 5	- - -	119	57 13 4
293	Tiverton Elmore - - B. 5	- - -	110	52 18 4
293	Tiverton, Heathcoats 5	- - -	360	196 2 6
281	Topsham, Sommasters - N. 12	476 0 0	125	47 16 8
281	Topsham - W. 5	- - -	114	38 9 3
283	Tor (Yonge) N. 6	395 6 5	355	155 2 10
283	Torquay - N. 6	146 5 0	287	151 4 10
283	Torquay (Abbey Road) Public - 1	- - -	271	124 0 0
283	Torquay (Boston Fields) - N. 6	124 0 0	67	22 16 6
283	Torquay, Holy Trinity - N. 6	- - -	236	104 16 0

a For two years. *b* Due, but not paid. *c* School closed.

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	DEVON—*cont.*	£ s. d.		£ s. d.
283	Torquay, Union of Schools - Ch. 6			
	Abbot's Kerswell - -	- - -	44	23 10 0
	Cockington -	- - -	15	7 6 2
	Barton - -	- - -	57	31 15 8
	Shiphay, Collaton - -	- - -	19	10 9 2
	Collins Wells -	- - -	28	10 7 5
298	Torrington, Black - N.	*40 0 0		
296	Torrington, Great - B. *a*	*150 0 0		
286	Turnchapel, Infants - N. *a*			
293	Uffculme - N.			
284	Ugborough - Ch. 11	- - -	81	29 6 8
			10	2 1 1
293	Uplowman - N. 2	- - -	41	25 2 2
280	Up-Ottery - N.	125 0 0		
283	Upton, Ellacombe, Infant - - N. 6	142 10 0	180	80 10 0
281	Upton Pyne N. 2	- - -	79	35 2 6
294	Warkleigh - N.	47 10 0		
296	Wear Gifford N. 4	198 0 0	58	26 10 0
281	Whimple - N. 3	96 0 0	79	46 8 2
			11	3 18 1
283	Widecombe-in-the-Moors - N. 7	- - -	30	17 16 8
293	Willand - N.	70 0 0		
296	Winkleigh - N. 4	64 0 0	55	30 11 2
294	Witheridge - N. 4	115 0 0	61	28 15 0
293	Withleigh - N.			
281	Withycombe Rawleigh - N. 12	89 5 10	37	10 5 0
281	Woodbury (Broadmead's), Endowed - 5	- - -	82	25 11 11
			22	6 0 0
281	Woodbury, Salterton - Ch. 11	- - -	45	16 17 6
			182	90 15 0
283	Woolborough N. 6	169 17 4	22	7 13 4
296	Yarnscombe N. 4	51 0 0	43	23 4 4
	DORSETSHIRE.			
271	Alderholt - Ch. 3	- - -	39	18 4 1
			12	4 15 0
278	Allington - N. *b*	*80 0 0		
275	Alton Pancras - - N. 1	100 0 0	41	29 7 10
			14	4 1 8
275	Athelhampton - - B. 4	- - -	41	27 18 0
			20	6 1 8
277	Beaminster - N. 8	307 2 6	77	33 8 8
277	Bettiscombe, Ch.			
277	Black Down N.	82 0 0		
270	Blandford, Boys - - N. 3	157 3 4	132	49 1 8
			42	12 11 8
270	Blandford, Girls and Infants - N. 3	63 0 0	197	90 6 10
270	Blandford, Whiteliff Mill St. - B.	150 0 0		
	DORSET—*cont.*	£ s. d.		£ s. d.
275	Bradford Peverell - - Ch. 6	- - -	33	18 16 10
278	Bradpole, Mixed N. 4	- - -	64	38 10 2
			27	10 4 2
275	Bredy (Long), and Kingston Russell - N. 6	298 0 0	48	30 17 0
			19	5 19 2
278	Bridport, Boys, Girls, and Infants, General - - B. 4	895 15 4	505	264 7 10
275	Broadmayne N.	48 0 0		
277	Broadwindsor - - N.	150 0 0		
275	Buckland, Newton - Ch. 1	268 0 0	63	38 16 0
			44	14 13 4
273	Burton, East N.	38 0 0		
268	Cann, St. Rumbold - - N. 11	70 0 0	83	50 17 2
275	Cattistock - N. 8	*45 0 0	60	42 2 8
275	Cerne Abbas N. 4	- - -	58	5 3 4
279	Chardstock, N. and Industrial - - N. 2	*100 0 0	59	21 4 2
	" " - "	750 0 0		
279	Charmouth - N. 2	- - -	66	38 11 11
276	Chetnole - N. 1	- - -	35	19 1 0
278	Chideock - N. 4	117 0 0	39	19 0 11
269	Child-Okeford - - N.	80 0 0		
268	Compton Abbas - N. 11	- - -	56	27 17 1
276	Compton, Nether and Over - - N. 12	121 13 4	48	19 13 8
			19	5 17 6
			*c*42	20 1 6
			11	3 2 6
273	Corfe Castle N. 7	- - -	127	72 0 8
			49	17 7 6
273	Corfe Castle B. 4	*295 0 0	46	20 0 4
271	Corfe Mullen, Lockyer's - N. 7	195 0 0	90	29 15 5
277	Corscombe - N. 8	5 5 7	48	23 19 6
271	Cranbourne Ch. 3	- - -	86	51 9 4
			18	7 3 4
271	Critchill Moor - Ch. 3	- - -	58	38 18 0
275	Dorchester, Boys and Girls - N. 6	*80 0 0	288	164 8 0
			54	21 3 4
275	Dorchester, Trinity, Infant - - N. 6	- - -	170	83 17 4
	Dorset, Reformatory.			
271	Edmonsham Ch. 3	150 0 0	31	15 3 4
			10	2 5 6
268	Enmore Green N. 11	- - -	79	47 9 3
271	Farnham - N.	*35 0 0		
	" "	20 0 0		
271	Farnham Gypsey - - N. *d*	100 0 0		
269	Fifehead, Magdalen - Ch. 11			

a School closed. *b* School not existing. *c* For two years.
d This grant has been repaid. *e* Due, but not paid.

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	DORSET—*cont.*	£ s. d.		£ s. d.
268	Fontmell Magna - Ch. 11	- - -	100	37 11 0
			8	3 5 0
275	Fordington, West, Infant 4	- - -	58	21 0 4
271	Gaunts (Wimborne) Juvenile and Infants - - 3	- - -	49	28 18 6
268	Gillingham - N. 11			*a*
275	GodmanstoneN.	75 0 0		
273	Grange - N.			
277	Halstock - N.	*47 0 0		
	" - "	30 0 0		
271	Hampreston N. 7	- - -	36	11 16 8
271	Handley - N. 3	- - -	91	54 17 3
269	Haselbury Bryan - Ch. 12	- - -	59	25 5 10
			65	27 6 0
279	HawkchurchN.	10 0 0		
273	Herston, Infant Ch. 7	134 10 6	66	38 3 0
			23	10 0 10
270	Hilton - N. 8	368 0 0	96	47 5 6
271	Hinton Martell - - Ch. 7	- - -	52	36 7 6
269	Hinton, St. Mary - N. 3	70 0 0	36	17 12 4
271	Holt - - N. 7	200 0 0	66	38 5 4
277	Hook - - Ch.	100 0 0		
269	Ibberton - N. *c*	*25 0 0		
263	Iwerne Minster - - N. 11	*60 0 0	53	24 10 10
			13	5 12 6
273	Kimeridge - N. 7	- - -	62	26 4 0
273	Kingston - N. 7	*40 0 0	69	47 9 4
320	Kington Magna - N. 2	264 0 0	58	31 6 1
272	KinsonHeathCh.19	214 0 0	44	15 18 3
274	Langton-Herring - - N. 6	- - -	42	19 14 6
			4	1 6 8
273	Langton-Matravers - N.	76 13 4		
276	Leigh - - N. 1	91 10 0	46	25 10 10
278	Loders - Ch. 4	- - -	84	39 6 0
			23	9 4 2
272	Longfleet - N. 7	- - -	102	61 18 6
273	Lulworth, West - Ch. 6	196 0 0	45	22 10 4
279	Lyme Regis N. 2	24 10 0	164	76 17 11
			15	2 17 8
279	Lyme Regis B. 4	*150 0 0	56	25 16 6
	" " - "	22 16 0		
272	‡Lytchet Matravers - N.			
272	LytchetMinster - - N. 7	*43 0 0	70	31 0 0
	" - "	3 12 0	14	5 13 4
275	MaidenNewton and FromeVauchurch - N. 8	141 0 0	146	91 6 4
			19	7 0 10
277	Marshwood - N.	57 0 0		
268	MelberryAbbas - - N. 11	- - -	37	20 13 4
277	Melplaish - N.	105 0 0		
271	Middlehill - Ch. 7	- - -	35	14 16 2
270	MiltonAbbas N. 3	- - -	108	53 5 8
			21	2 12 6
275	Minterne - N. 1	- - -	35	22 4 2
278	Monkton Wyld - Ch. 4	- - -	43	25 1 4
278	Morecombe Lake - N.	81 0 0		
277	Netherbury - N. 8	- - -	60	36 0 0
268	Orchard, East N. 11	131 10 0	40	15 8 10
274	Osmington - N. 6	*45 0 0	31	22 1 6
	" - "	19 1 0	17	6 9 2
272	Parkstone - Ch. 7	- - -	65	27 1 0
275	PiddlehintonN. 6	212 4 0	96	37 8 9
			13	3 19 0
275	Piddletrenthide - - N. 6	- - -	60	25 10 0
270	Pimperne - N. 3	- - -	53	3 19 11
272	Poole - - N. 7	*150 0 0	333	163 7 8
	" - - "	72 15 6	94	35 5 0
272	Poole, Boys - B. 4	- - -	72	37 3 0
272	Poole, Girls - B. 4	- - -	18	5 16 8
272	Poole, St. Mary's R. 10	- - -	96	46 5 1
274	Portland,Grove *d*		29	16 4 4
274	Portland,Prison Officers' 4	- - -	125	70 18 3
274	Portland, St. George's Parish - Ch. 4	516 0 0	156	83 2 8
274	Portland, St. John's - P. 4	556 0 0	263	148 10 10
274	Portland - W. 4	269 0 0	90	34 12 0
277	Powerstock - N. 8	- - -	91	52 5 10
			35	11 15 10
274	Preston - N. 6	- - -	76	42 9 4
275	Puddletown Ch. 6	- - -	157	94 13 8
			23	8 0 10
278	Punknoll - N. 4	- - -	60	29 0 8
277	Rampisham N. 8	115 10 8	68	34 1 0
268	Shaftesbury N. 11	116 10 0	123	83 12 0
268	Shaftesbury - B.	**100 0 0		
268	Shaftesbury, St. James - N. 11	- - -	97	46 9 4
276	Sherborne - B. 4	- - -	171	63 17 11
276	Sherborne (Horsecastle's Lane) - N. 12	1,307 5 6	262	133 6 2
276	‡Sherborne Literary Institution, Evening.			
276	Sherborne Newlands - N. *f*			
269	Shillingstone Ch. 3	- - -	50	20 6 6
267	Silton - - N. 11	- - -	28	11 13 3
273	Sitterton - Ch. 7	- - -	45	24 19 9
269	Stalbridge - N. 11	- - -	142	68 8 0
			147	71 6 10
			38	11 1 8
270	Stickland - P. 3	- - -	69	24 11 6
275	Stinsford and Bockhampton - - N. 6	85 0 0	45	23 0 4
277	Stoke Abbot N. 8	- - -	53	28 0 4
270	Stourpaine - Ch. 3	50 0 0	84	19 13 10
269	Stourton-Caundle - N. 1	- - -	34	14 10 9
268	Stower,East- N. 11	- - -	46	16 0 4

a Due, but not paid. *b* For two years. *c* School closed. *d* United to Portland Prison Officers' school.
e Removed from inspection. *f* Now amalgamated with Horsecastle's Lane school.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	DORSET—*cont.*	£ s. d.		£ s. d.
268	Stower Provost and Todbere - N. 11	141 6 8	63 12	40 8 0 4 3 4
271	Sturminster Marshall - N. 7	- - -	73	13 10 0
269	Sturminster, Newton - N. 3	500 0 0	154 20	94 14 4 6 18 4
268	Sutton-Waldron - - N. 11	- - -	32	26 16 6
273	Swanage - N. 7	16 4 6	128 27	78 14 4 9 10 10
273	Swanage - B. 4	- - -	63	36 13 0
278	Swyre - Ch. 4	- - -	66	45 1 0
270	Tarrant Hinton - - N. 3	- - -	56	37 8 4
275	Tolpuddle - 6	- - -	43	28 16 6
271	Verwood - N. 3	107 13 6	72 10	37 12 4 3 11 8
278	Walditch - Ch. 4	196 0 0	24	11 15 8
273	Wareham - N. 7	- - -	165 36	98 18 0 14 16 8
273	Wareham - B. 4	450 0 0	137	51 15 8
273	Wareham and Purbeck - U.			
274	Weymouth and Melcombe Regis, St. Mary's - Ch. 6	279 0 0	321 52	201 14 8 19 8 4
274	Weymouth - B. 4	- - -	93	39 0 4
274	Weymouth, St. John's District - Ch. 6	250 0 0	236 14	137 16 2 1 15 0
274	Weymouth, Holy Trinity N. 6	515 0 0	291	162 18 8
278	Whitchurch Canonicorum N.	131 12 6		
271	Wimborne Minster - N. 7	200 0 0	188	110 19 10
276	Winterbourne Kingston - Ch. 3	- - -	68	36 18 2
270	Winterbourne Whitchurch N.	*30 0 0		
271	Witchampton N. 7	- - -	70	18 6 4
273	Wool - - N. 7	- - -	66	35 0 10
274	Wyke Regis - N. 4	- - -	123 14	75 14 2 3 10 0
	DURHAM.			
542	Auckland, Bishop (Bishop Barrington's) 5	- - -	117	*a*
542	Auckland, Bishop (Edward Walton's) - 10	- - -	192	107 7 6
542	Auckland, Bishop, Girls' Industrial - N. 5	260 0 0	147	28 18 6
542	Auckland, Bishop, St. Helen's - B. 10	- - -	130	59 10 10
542	Auckland, Bishop - - W. 10	583 0 0	152	65 14 0
542	Auckland, West N.	110 0 0		
551	Barlow (Winlaton) - Ch.			
543	DURHAM—*cont.* Barnard Castle N. 11	£ s. d. 275 0 0	243 81	£ s. d. 183 5 2 34 7 0
543	Barnard Castle, St. Mary's - R. 1	- - -	81	42 4 8
543	Barnard Castle, Victoria, Infants - B. 4	*100 0 0	104	45 18 11
543	Barnard Castle W. 4	- - -	164	92 6 4
545	Belmont - Ch. 2	49 0 0	81	23 3 3
541A	Billingham - Ch. 2	103 0 0	30	20 4 1
548	Birtley - Ch. 5	604 0 0	153	76 7 10
548	‡Birtley - R.			
541A	Bishop, Middleham - Ch. 2	- - -	54	25 18 11
541A	Bishopton - N. 2	- - -	54	22 3 7
549	Bishop Wearmouth - Ch. 7	777 6 8	419	212 7 0
549	Bishop Wearmouth, Infts. N. 7	392 10 0		
549	Bishop Wearmouth, Ragged N.	*b*150 0 0		
549	Bishop Wearmouth, Rectory Park - N. 3			
542	Blackboy Colliery - - 3	- - -	228	91 2 1
545	Blackhill - Ch. 6	- - -	121	51 3 2
545	Blackhill, St. Mary's - R. 11	- - -	262	149 18 6
550	Boldon, Boys 3	138 10 0	86	42 10 8
544	Boltsburn, Boys - - Ch.			
544	Boltsburn, Girls - - Ch. 6	- - -	48	16 14 6
542	Bowden Close (Crook) - - B. 10	- - -	86	44 7 2
545	Brandon - N. 6	480 0 0	70	37 8 6
545	‡Brooms, St. Cuthbert's - R. *c*			
542	Byers Green - N. 2	379 0 0	78	33 12 0
542	Byers Green, Infants - Ch. 2	160 0 0	85	37 14 10
546	Castle Eden, Boys - - N. 6	- - -	34	16 13 4
546	Castle Eden Colliery - N. 3	215 0 0	109 42	52 3 0 7 16 8
546	Castle Eden, Girls - - N. 6	- - -	49	23 5 0
545	Castleside - Ch. 5	- - -	57	13 11 3
548	Chester-le-Street - N. 3	353 10 0	226 12	95 15 2 4 3 4
545	Collierley - N. 4	97 0 0	108	62 9 10
540	Coniscliffe - N. 11	79 8 3	43	26 10 4
545	Consett - B. 10	- - -	246 24	124 3 0 6 10 0
541A	Coopen Bowley N.	149 0 0		
541A	Cornforth - Ch. 11	- - -	135	86 9 8
542	Counden - N. 5	133 0 0	155	57 9 4
542	Crook - - B. 11	519 1 3	511	230 6 8
542	Crook (Pease's West) - B. 10	- - -	223	108 15 8
540	Darlington, Albert - B. 9	441 17 6	328	164 6 6
540	Darlington, Bank Top Railway - B. 9	540 0 0	194	88 5 10

a Refused under Article 52 *d*. *b* This grant was made when this was an infants' school. *c* School sold.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	DURHAM—*cont.*	£ s. d.		£ s. d.
540	Darlington, BridgeStreet B. 9	140 0 0	88	39 11 8
540	Darlington, BridgeStreet W. 9	1,388 0 0	254	116 1 8
540	Darlington, Feetham's - B. *a*			
540	Darlington, Kendrew Street, Girls B. 9	- - -	189	88 3 2
540	Darlington, St. Augustine's - - R. 1	- - -	198	87 19 0
540	Darlington, St. Cuthbert's - N. 10	86 0 0	175	95 14 10
540	Darlington, St. John's - N. 10	903 15 0	218	114 12 0
540	Darlington, St. Paul's, Infant - N. 10	- - -	127	58 4 6
540	Darlington, Skinnergate Street - B. 9	- - -	127	48 13 10
540	Darlington, Holy Trinity N. 10	426 6 0	240	127 8 2
549	Deptford, St. Andrew's - N. 7	1,049 0 8	268	141 12 2
549	Deptford, The Laing - Ch. 7	- - -	76 33	28 17 2 10 7 6
545	Durham, Blue Coat - - N. 11	- - -	285 28	139 14 2 11 10 0
545	Durham, Male Practising - 11	835 15 0	65	31 1 8
545	Durham, Diocesan Female, Practising - 11	345 0 0	*b* 63 *b* 56	22 0 0 25 4 0
545	Durham, St. Cuthbert's R. 11	- - -	160	47 17 4
545	Durham, St. Giles, Infant, Practising - Ch. 11	193 2 6	*b* 91 *b* 91	29 6 4 35 9 4
545	Durham, St. Godric's - R. 11	- - -	164	53 16 10
545	Durham, St. Margaret's - P. 11	644 0 0	160	65 13 6
545	Durham, St. Oswald's - N. 11	430 15 0	173	84 19 6
545	Durham - W. 1	- - -	123	58 19 4
541A	Eaglescliffe - N. 2	*40 0 0		
	" - "	61 10 0	116	40 2 11
546	Easington Charity - P. 4	- - -	62	25 12 10
547	EasingtonLane, Colliery - 3	- - -	163	75 10 4
544	Eastgate, Barrington - 4	- - -	24	9 13 7
544	Eastgate, Girls 4	- - -	22	14 15 11
543	Egglestone - N. 5	- - -	110	65 17 8
548	Eighton Banks, Ch. 2	- - -	74	35 12 0
542	Escomb - Ch. 6	288 18 0	127	52 14 2
542	Escomb and WittonPark Iron Works N. 6	288 10 0	332	164 11 6
542	Etherley - N. 6	*40 0 0		
	" - "	197 0 0	112	69 10 8
542	Etherley, Infants - - Ch. 6	- - -	64	29 12 8
542	Evenwood - N. 5	153 0 0	85	46 4 10
551	Felling, Chemical Works - 2	- - -	407	200 7 0
551	Felling, St. John Baptist - - R. 11	- - -	117 8	38 17 6 1 0 0
541A	Ferry Hill - N. 5	98 0 0	49	23 5 10
542	Firtree - Ch.			
541A	Fishburn(Sedgefield) - - Ch.			
543	Forest of Teesdale, Boys - N. 6	*45 0 0	37	30 1 3
543	Forest of Teesdale, Girls - N. 6	- - -	30	16 17 6
545	Framwellgate Moor - N. *c*	50 0 0		
544	Frosterley - W. 11	- - -	70	34 17 6
543	Gainford - N. 12	173 17 6	57	13 18 4
551	Gateshead - N. 10	473 12 6	878 72	403 18 10 20 11 7
551	Gateshead, Friar's Goose - B. 6	- - -	113	55 17 2
551	Gateshead, Infants and Sunday - N.	*140 0 0		
551	Gateshead, Low Fell - N. 2	166 10 0	149	77 15 8
551	‡Gateshead, Our Lady and St. Wilfred's - R.			
551	Gateshead, Bensham, St. Cuthberts, Lady Vernon's - - N. 11	83 15 0	150	81 8 9
551	Gateshead, St. Joseph's - R. 11	- - -	301 94	114 8 2 30 13 1
551	Gateshead - W. 6	375 0 0	358	158 3 6
541B	Greatham, Boys N. 2	- - -	28	10 13 1
541B	Greatham, Girls and Infants N. 2	*30 0 0	39	13 14 4
	" "	30 0 0		
551	Greenside - Ch. 3	- - -	111	56 0 0
541A	Grindon - Ch.			
541B	Hartlepool, St. Bega's - R. 1	- - -	124 48	59 6 7 9 9 1
541B	Hartlepool, St. Hilda's R. 1	- - -	137	54 18 8
541B	‡Hartlepool, Holy Trinity, District Ragged.			
541B	Hartlepool, West - - N. 9	1,500 0 0	571	236 10 6
541B	Hartlepool, West, St. Joseph's - R. 1	- - -	120	55 19 10
550	Harton - N. 6	209 11 3	78	38 12 0
543	Harwood-in-Teesdale - N. 6	- - -	35	21 2 1
540	Haughton-le-Skerne - N. 2	94 0 0	96	53 13 10

a Now forms part of Darlington Bridge Street B.S. *b* For two years.
c School extinct or absorbed into St. Margaret's.

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	DURHAM—*cont.*	£ s. d.		£ s. d.
541A	Haverton Hill, St. John's Ch.	68 12 6		
546	Hawthorn, St. Michael's - Ch. 4	- - -	41	21 19 0
550	Hebburn, Iron Ship Building - - 2	- - -	180	78 13 11
551	Hedgefield, Colliery - 3	- - -	64	35 15 4
540	Heighington, Endowed - Ch. 6	42 0 0	66	19 10 0
549	Hendon, New Town, St. Paul's - N. 7	- - -	77	41 16 2
549	Hendon, St. Paul's - N. 7	671 0 0	421	197 5 0
547	Herrington, St. Cuthbert's 7	- - -	206 32	91 15 10 7 3 4
547	Hetton-le-Hole - - N. 3	*110 0 0	264 27	116 6 11 8 15 10
551	Heworth, near Gateshead - N. *a*	*58 0 0		
551	Heworth, St. Alban's (Windy Nook) - N.	*85 0 0		
	"	60 0 0		
545	Holmside - N.	72 0 0		
547	Houghton-le-Spring, St. Michael's - N. 7	- - -	126	41 11 8
547	Houghton-le-Spring - R. 12	- - -	102	69 5 0
547	Houghton-le-Spring - W. 2	115 8 4	128	70 4 4
544	Hunstanworth P. 6	- - -	61	27 7 4
542	Hunwick - N. 12	179 12 9	146	50 5 6
540	Hurworth - N. 2	70 0 0	87	32 15 0
540	Hurworth - W. 7	- - -	68	28 17 6
549	Hylton, North N.	37 10 0		
549	Hylton, South N. 7	*110 0 0	68	14 14 2
550	Jarrow Bede N.			
550	Jarrow Ellison Ch. 10	406 15 0	271	106 9 0
550	Lake, Chemical Works Sch. 2	- - -	107	43 0 4
548	Lamesley - N. 7	- - -	116	54 2 0
545	Lanchester - Ch.	86 14 0		
543	Langleydale N. 6	162 0 0	32	28 0 0
545	Leadgate - N. 5	168 10 0	167	58 7 1
545	Leadgate - W. 7	- - -	83	39 12 8
545	Lintz Colliery Company - 3	- - -	61	26 8 0
545	Ludworth - N. 3	120 0 0	64	31 19 8
548	Lumley - N. 3	61 3 4	117	42 9 11
542	Lynesack, St. John's - N. 5	152 10 0	38	3 10 0
542	Lynesack and Softley - B.	*50 0 0		
541B	Middleton in West Hartlepool - - N. 11	58 0 0	61	29 2 8
	DURHAM—*cont.*	£ s. d.		£ s. d.
541B	Middleton, in West Hartlepool, St. John's, Infant - N. 11	- - -	87	37 7 2
549	Monk Wearmouth - N. 7	250 3 4	95	41 17 4
541A	Mount Pleasant (Ferry Hill) United Pres. - 1	- - -	139	63 19 0
545	Muggleswick Ch.	114 9 10		
547	Newbottle, St. Matthew's N. 7	- - -	111	37 4 7
542	Newfield - N. 2	138 6 8		
544	Newhouse - B. 7	- - -	74	36 6 8
542	Newton Cap Colliery - 5	- - -	87 24	14 10 1 9 6 8
541A	Newton, Long N. 11	- - -	40	16 9 7
541A	Norton - N. 2	- - -	114 51	53 2 9 19 15 10
545	Oxhill (Collierley) Colliery - Ch. 3	- - -	38	11 16 3
548	Pelton - - N. 4	166 0 0	50	16 2 4
548	Pelton, West Colliery - Ch. 3	- - -	108	46 13 2
547	Pensher Colliery - 1	- - -	133 33	19 1 5 10 17 6
540	Pierce Bridge Ch. 12	- - -	37	18 14 2
545	Pittington - N. 11	168 2 6	77	29 18 10
541A	Port Clarence 11	- - -	120	57 17 4
547	Rainton, West Ch. 2	252 0 0	240	88 3 3
542	Ramshaw - N. 5	- - -	60	24 14 9
540	Rise Carr (Darlington) Infant - B. 9	- - -	47	13 18 8
542	Roddymoor (Crook) Infants - - B.			
549	Ryhope, Village - - Ch.			
548	Sacriston - N.	60 0 0		
548	Sacriston, St. Bede R. 11	- - -	65	23 16 8
540	Sadberge - Ch. 11	93 0 0	37 11	21 5 9 4 14 2
546	Seaham Cottages, Mixed 3	- - -	45	17 17 9
546	Seaham Harbour - - N. 3	*40 0 0		
	" "	528 0 0	171	55 7 2
546	Seaham, New Earl Vane's Ch. 11	- - -	306	124 8 5
541B	Seaton Carew N. 4	128 5 0	68	26 12 4
546	Seaton Colliery *b*			
541A	Sedgefield (Ferry Hill) Ch. 11	- - -	111	57 5 4
545	Shadforth - N. 3	56 10 0	15 6	3 16 10 2 6 8
545	Sherburn - N. 3	165 10 5	143	68 10 10
545	Sherburn Hill N. 3	120 15 0	73	38 14 4

a Removed from inspection.
b School extinct. Merged into New Seaham, Earl Vane's Ch. Sch.

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	DURHAM—*cont.*	£ s. d.	-	£ s. d.
550	Shields, South Jarrow Chemical Works B. 2	- - -	731	386 15 0
550	Shields, South, Old Charity N. 11	- - -	330	137 4 9
550	Shields, South, St. Bede's - R. 11	- - -	375	154 19 4
550	Shields, South, St. John's, Saville Street Sess.	400 0 0		
550	Shields, South, St. Mary's, Tyne Docks Ch. 1	486 1 3		
550	Shields, South, St. Stephen's N. 11	568 5 0	309	138 7 8
550	Shields, South, Holy Trinity N. 11	*200 0 0		
	" "	36 10 0	209	112 8 0
550	Shields, South, Union - B. 2	*225 0 0		
	"	280 0 0	567	275 10 2
542	Shildon - N. 5	*55 0 0	80	25 16 4
	"	115 0 0		
542	Shildon, New B. 10	256 12 3	185	87 2 7
542	Shildon, Old B. 10	- - -	210	99 5 0
545	Shincliffe - N. 11	297 7 6	109	62 15 8
542	South Church N. 5	273 13 0	136	67 12 0
542	South Church B. 11	- - -	159	106 4 8
549	Southwick - N. 6	*150 0 0		
	" "	179 6 10	196	45 17 4
542	Spennymoor N. 3	178 4 0	230	99 19 3
543	Staindrop - N. 2	79 11 6	90	50 5 7
543	Stainton (Barnard Castle) N. 3	- - -	41	18 4 4
			11	3 19 2
541A	Stainton, Gt. N.	63 6 8		
544	Stanhope, Barrington - Ch. 11	- - -	170	34 7 0
544	Stanhope, St. John's Chapel - - Ch.			
545	Stanley (Durham) Mixed N. 3	260 5 0	75	45 6 11
545	Stanley (Tanfield), Infants 3	- - -	100	37 9 8
551	Stella, St. Cuthbert's N. 5	564 3 0	212	102 15 10
551	Stella - - R. 12	279 0 0	164	84 19 10
			54	21 5 0
541A	Stockton-on-Tees - - B. 11	100 0 0	234	107 13 10
541A	Stockton-on-Tees, Industrial - N. 10	- - -	182	95 5 8
541A	Stockton-on-Tees, Ragged and Industrial - 10	- - -	122	46 17 1
541A	Stockton-on-Tees, St. Thomas', Central - N. 10	303 0 0	215	102 *0 6
541A	Stockton-on-Tees, Holy Trinity, Boys N. 10	464 0 0	84	50 5 4
			65	21 14 2

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	DURHAM—*cont.*	£ s. d.		£ s. d.
541B	Stranton - N. 11	367 10 0	137	63 7 2
541B	Stranton, New N. 11	- - -	133	65 19 4
			17	4 5 10
549	Sunderland - B.	30 0 0		
549	Sunderland, Gray - - N. 7	*90 0 0	322	123 4 9
	" "	1,150 0 0	48	17 1 3
549	Sunderland, King Street W. 2	- - -	229	101 9 5
549	Sunderland, Nicholson Street - W. 2	- - -	214	87 10 2
549	Sunderland, St. George's R. 11	- - -	127	69 12 0
549	Sunderland, St. Mary's - R. 2	- - -	244	169 3 7
			51	29 3 9
549	Sunderland, Trimdon Street - W. 2	- - -	71	13 9 3
549	Sunderland, Whitburn Street - W. 2	- - -	236	100 1 8
542	Sunnyside, Crook - B.			
545	Tanfield - N. 2	155 7 0	90	44 12 3
545	Tanfield, Infant - - N. 2	- - -	69	24 14 10
546	Thornley - N. 6	75 0 0	46	22 17 8
546	Thornley Colliery - - N.			
546	Thornley, St. Godric's - R.			
544	Tow Law - N. 6	407 4 0	171	76 9 8
544	Tow Law - W. 11	405 0 0	174	92 7 4
545	Tudhoe - Ch. 5	- - -	52	20 7 10
545	Tudhoe, Iron Works - W. 11	445 16 0	106	46 15 0
550	Tyne Docks B. 1	588 8 9	189	120 15 8
548	Usworth Colliery - 11	- - -	181	63 2 2
548	Washington P. 6	357 0 0	73	32 6 10
548	Washington, Chemical Works - Ch. 6	- - -	132	68 5 8
548	Washington, St. Joseph's R. 12	- - -	152	92 17 4
548	Washington W. 2	- - -	104	53 2 0
			16	5 13 4
545	Waterhouses (Crook) - B. 11	- - -	77	37 17 6
544	Wearhead - Ch 5	- - -	84	54 2 6
549	Wearmouth Colliery - N. 12	712 10 0	*a*	3 15 0
550	Westoe - P. 5	- - -	95	36 12 10
551	Whickham - P. 11	- - -	105	56 18 8
550	Whitburn - N. 6	396 2 0	81	46 1 0
543	Whorlton - N. 2	- - -	41	26 15 5
545	Willington Colliery.			
545	Willington - N. 5	150 5 0	129	62 6 0
551	Winlaton - Ch. 5	- - -	136	65 6 4
			28	7 6 8
543	Winston - Ch. 6	- - -	18	2 2 9

a Due, but not paid. *3l. 15s.* paid under Article 90[1] (1).

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	DURHAM—*cont.*	£ s. d.		£ s. d.
548	Witton Gilbert - N. 5	35 0 0	80	26 17 5
			6	1 13 4
544	Wolsingham N. 6	250 0 0	39	22 12 0
544	Wolsingham W. 11	- - -	*135	79 6 0
544A	Wolviston - N.	*49 0 0		
551	Wreckenton N. 2	232 6 8	75	32 2 0
	ESSEX.			
196	Abridge - N.	52 0 0		
197	Aldborough Hatch - N. 12	- - -	43	19 3 2
			32	19 10 8
205	Aldham - N. 3	30 0 0	8	3 0 0
210	Arkesden - N.	50 0 0		
210	Ashdon - N.	5 0 0		
198	Aveley - N. 6	122 0 0	79	42 2 2
			22	5 13 4
200	Baddow, Great N. 5	*75 0 0	100	64 11 10
			14	5 0 0
200	Baddow, Little N. 5	- - -	55	42 2 0
			31	11 2 6
209	Bardfield, Great - B. 5	- - -	118	69 19 8
197	Barking, Girls, Day - W. 7	- - -	61	21 5 3
197	Barkingside N. 12	181 0 0	142	73 10 0
212	Belchamp, Walter - N.	*35 0 0		
199	Benfleet, North N. 10	121 4 0	36	16 18 6
201	Benfleet, South N.	120 0 0		
203	Bentley, Great N.	145 0 0		
203	Bentley, Great W. 6	- - -	43	16 19 0
203	Bentley, Little N.	60 0 0		
139	Berden - N. 1	142 0 0	37	17 8 2
199	Billericay - N. 11	114 5 5	81	37 13 2
205	Birch - N. 3	- - -	142	87 1 0
139	Birchanger - N. 1	- - -	43	19 8 2
211	Birdbrook - N. 3	60 0 0	42	27 8 2
208	Bocking - N.	*87 0 0		
	" "	36 0 0		
208	Bocking - B. 10	- - -	96	41 17 2
200	Boreham - N. 5	120 0 0	58	39 16 4
199	Bower's Gifford and Pitsea - N. 10	142 13 4	37	17 4 0
205	Boxted - N.	*55 0 0		
208	Braintree - N. 7	433 17 6	106	52 15 8
208	Braintree, Public - B. 10	- - -	204	88 5 2
206	Braxted, Great Ch. 5	- - -	31	17 2 4
199	Brentwood, Boys - - N.	*60 0 0		
199	Brentwood, Girls - - N. 11	*50 0 0	70	31 12 2
20[illegible]	Brightlingsea N.	88 0 0		
20[illegible]	Brightlingsea W. 3	438 0 0	202	97 9 6
200	Broomfield - B. 3	32 13 4	80	39 18 9
195	Buckhurst Hill, St. John's - N. 10	96 0 0	105	20 15 10
199	Burstead, Little Ch. 11	- - -	28	15 12 2

a School sold, and 49*l.* 0*s.* 8*d.* repaid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	ESSEX—*cont.*	£ s. d.		£ s. d.
198	Chadwell, Mixed - N. 7	94 0 0	50	32 6 0
200	Chelmsford - B.	*300 0 0		
200	Chelmsford, Victoria - N. 5	*350 0 0	221	121 12 8
			16	6 0 0
210	Chesterford, Great - N. 2	267 0 0	89	52 2 2
200	Chignall, St. James', and Mashbury - N.	75 0 0		
195	Chigwell Row N. 10	*55 0 0	33	12 1 2
	" - "	70 0 0		
195	Chigwell Row B.	80 0 0		
199	Childerditch N.	45 0 0		
210	Chrishall - N.			
203	Clacton, Great N.	180 0 0		
210	Clavering - N. 2	65 0 0	56	32 8 2
210	Clavering - B. *a*	116 13 6		
206	Coggeshall - N. 5	*200 0 0		
	" - "	184 19 10	133	66 9 10
206	Coggeshall - B.	118 0 0		
204	Colchester, Blue Coat - N. 3	754 0 0	495	218 14 3
204	Colchester, Magdalen Street Branch - N. 3	- - -	134	72 8 0
204	Colchester, St. Peter's, North Hill - N.	*75 0 0		
	" - "	22 17 4		
207	Colne-Engaine - N. 4	60 0 0	52	7 14 4
207	Colnes, Earls, United - B. 5	- - -	55	29 2 6
205	Copford - N. 3	72 13 4	45	21 19 4
			14	5 8 4
208	Cressing - Ch. 4	- - -	37	17 1 4
208	Cressing - B. 7	- - -	39	18 0 0
197	Dagenham - N.	*60 0 0		
200	Danbury - N. 5	- - -	46	11 19 2
205	Dedham - N. 3	- - -	99	67 4 10
205	Dedham Heath - Ch.	102 0 0		
202	Dengie - N.	84 7 6		
205	Donyland (East) - N. 3	111 10 0	102	54 12 0
209	Dunmow - B. 5	231 3 0	164	93 8 8
209	Dunmow, Great - Ch. 1	39 0 0	143	79 10 8
200	Easter, Good N.	26 0 0		
209	Easter, High N. 1	100 0 0	105	58 9 0
			30	6 10 10
210	Elmdon - - N.	112 10 0		
139	Elsenham - N. *b*			
195	Epping - B. 2	132 0 0	42	20 16 2
195	Epping and Coopersale Ch. *b*			
195	Epping and Theydon Garnon - - N. 10	*42 0 0	206	124 16 10
	" - "	1,390 0 0	14	5 19 11
139	Farnham - Ch. *b*			
206	Feering - N. 5	110 0 0	57	34 7 6
			15	4 5 10
208	Finchinfield, Mixed - N. 1	369 0 0	101	56 9 4

b Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	ESSEX—*cont.*	£ s. d.		£ s. d.
194	Forest Gate- N. 7	347 8 4	195	97 14 8
212	Foxearth - 4	- - -	35	7 16 0
			20	5 10 0
203	Frating - N. 3	- - -	26	*a*
200	Galleywood - N. 5	- - -	75	40 5 2
198	Grays - - N. 7	- - -	86	51 2 0
196	Greenstead, East - - N. 3	- - -	55	31 9 10
201	Hadleigh - Ch. 10	171 0 0	67	35 10 4
			12	3 1 8
197	Hainault Forest - N. 11	102 0 0	77	41 1 9
139	Hallingbury, Little - N.	30 10 0		
207	Halstead - B. 10	345 0 0	184	101 18 0
207	Halstead, St. Andrew's - N. 4	341 5 0	148	81 0 0
207	Halstead, the Howe - - B. 3	- - -	76	40 14 6
207	Halstead, Lower, Trinity - Ch. 4	130 0 0	33	18 9 7
207	Halstead, Trinity - - N. 4	193 7 0	162	76 3 8
			34	10 10 0
194	Ham, West (Pelly Memorial), Model Ch. 6	969 10 0	326	178 0 0
194	Ham, West, and Stratford, Boys - B. 7	*125 0 0	87	*b*
	"	37 6 8		
194	Ham," West, and Stratford, Girls and Infants B. 7	265 0 0	221	77 5 4
194	Ham, West, Girls - - 6	- - -	95	48 4 0
200	Hanningfield, West - - N. 5	- - -	47	35 5 0
195	Harlow, Potter Street - N. *d*	*25 0 0		
203	Harwich - N. 3	- - -	120	54 5 9
209	Hatfield, Broad Oak Ch. 1	199 15 0	113	57 2 10
			18	5 13 4
209	Hatfield Heath - Ch. 1	- - -	51	32 18 0
209	Hatfield Heath - B. 4	- - -	69	30 16 0
197	Havering-atte-Bower - N.	*32 0 0		
201	Hawkwell - N.	45 10 0		
207	Hedingham, Sible - - N. 4	180 0 0	80	11 10 7
211	Helion-Bumpstead - - N. 3	132 5 0	57	33 13 6
210	Hempstead - Ch. 2	100 0 0	39	20 3 10
			12	4 0 0
212	Henny, Great and Little - N. 4	106 0 0	42	22 4 10
202	Heybridge Iron Works B. 7	- - -	85	42 2 0
140	Heydon - N. 1	94 2 0	46	17 14 7
137	High Beech - N. 10	52 0 0	42	19 18 0
196	High Laver N.	143 15 0		
196	High Ongar Ch.	201 0 0		
200	Highwood - N. 5	178 0 0	50	29 4 8
			13	4 2 6

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	ESSEX—*cont.*	£ s. d.		£ s. d.
201	Hockley - N.	60 0 0		
197	Hornchurch N. 12	412 4 0		*c*
199	Horndon, East N. 11	*52 0 0	80	53 13 0
198	Horndon-on-the-Hill - N.	100 0 0		
194	Hudson Town, Girls and Infants - - N. 6	- - -	195	81 13 0
197	†Ilford, Great N. *d*			
194	Ilford, Little N. 7	132 3 9	61	31 17 2
200	Ingatestone - P.	251 0 0		
206	Kelvedon - N. 5	*61 0 0	84	42 7 6
			31	11 7 6
206	Kelvedon - B.			
196	Kelvedon-Hatch - N.			
205	Langham, Parish - B.	61 17 6		
210	Langley - Ch.	175 19 0		
202	†Latchingdon N. *d*			
205	Layer-de-la-Hay - - N.	*50 0 0		
201	Leigh - - N. 10	500 0 0	88	55 10 6
			10	3 5 0
200	Leighs, Great N. 4	141 0 0	43	19 13 6
			18	6 11 8
204	Lexden - - N. 3	- - -	66	34 17 8
			21	8 9 2
194	Leyton and Ozler, Charity N. 6	- - -	70	28 16 0
			14	3 3 4
209	Lindsell - N.	29 0 0		
210	Littlebury, Endowed - N. 2	- - -	85	39 5 4
195	Loughton - N. 10	14 0 0	58	38 12 0
195	Loughton - B. 7	- - -	64	32 10 8
202	Maldon - N. 4	611 0 0	102	64 11 10
202	Maldon - B. 4	- - -	77	37 16 10
203	Manningtree N. 3	- - -	85	47 14 2
203	Manningtree W. 5	228 0 0	109	53 14 0
207	Maplestead, Great - N. 4	- - -	29	18 10 4
205	Marks Tey - N. 2	136 3 9	51	31 6 8
			10	3 5 0
205	Mersea, East N.	156 0 0		
205	Mersea, West N. 3	- - -	54	30 16 0
			20	7 18 4
203	Mistley Norman - - N. 3	- - -	96	22 6 0
200	Moulsham, St John's - N. 5	240 15 0	147	87 10 8
196	Navestock - N. 11	145 6 3	98	55 1 8
210	Newport - N.	100 0 0		
202	Norton, Cold N.	20 0 0		
139	Oakley - N.	*30 0 0		
	" - "	83 0 0		
198	Ockendon, South - N. 7	- - -	71	31 13 9
			16	4 5 0
198	Orsett - - N. 7	177 7 6	153	58 7 8
			28	7 7 4
203	Osyth, St. - N. 8	177 15 0	74	44 0 8
195	Parndon, Great - N. 10	*25 0 0	49	26 10 0
208	Pattiswick - N.	*45 0 0		
205	Peldon - N. 3	- - -	52	27 14 10
194	Plaistow - N. 6	*62 0 0	81	21 9 5
	" - "	74 13 4		

a Refused under Article 51 *b*.
b Refused under Article 52 *d*.
c Due, but not paid.
d Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	ESSEX—*cont.*	£ s. d.		£ s. d.
194	Plaistow, Hall's Ville - - N. 6	1,133 0 0	282	150 2 0
194	Plaistow, Holy Trinity - Ch. 6	- - -	96	9 12 11
202	Purleigh - P. 4	- - -	85	39 10 2
			30	9 0 3
210	Radwinter N. 2	360 15 0	88	38 7 8
			25	8 5 10
201	Rayleigh - N. 10	- - -	82	39 4 10
201	Rayleigh - B. 6	- - -	64	26 19 4
210	Rickling - N.	51 11 2		
207	Ridgewell - N. 4	- - -	52	26 15 0
201	Rochford - B. 7	- - -	60	45 12 4
197	Romford, Endowed - N. 12	*150 0 0	206	96 18 1
	,, - ,,	153 12 2		
197	Romford, Noak Hill - N.	96 0 0		
197	Romford, St. Andrew's, Mixed - N. 12	255 11 8	137	62 7 6
200	Roxwell, Boys N. 5	- - -	61	38 18 10
			26	8 4 10
200	Roxwell, Girls N. 5	- - -	57	27 12 0
210	Saffron Walden - - N. 2	222 2 3	126	24 10 0
210	Saffron Walden - - B. 5	62 0 0	238	115 16 4
			26	10 13 4
208	Saling, Great N.	42 0 0		
200	Sandon - N. 5	- - -	41	18 14 0
199	Shenfield - Ch. 11	- - -	131	69 18 10
			33	12 2 6
201	Shoebury-ness - - Ch. 10	- - -	104	60 6 4
194	Silvertown - N. 7	- - -	46	22 0 0
201	Southchurch N. 10	170 0 0	31	17 13 4
201	Southend - N. 10	- - -	87	44 12 8
			4	1 16 8
202	Southminster - - N. 4	255 10 0	104	29 5 0
			10	0 15 0
200	Springfield - N. 5	29 17 0	119	76 14 8
200	Springfield, Infant - N. 5	35 0 0	44	16 2 9
207	Stambourne N.	216 0 0		
196	Stanford - Rivers - Ch. 11	127 0 0	61	32 17 8
139	Stanstead - B. 4	*30 0 0	48	11 7 0
139	Stanstead, Mountfitchett - N. 1	140 5 0	169	74 13 3
			16	4 8 4
205	Stanway - N. 3	- - -	64	39 4 9
211	Steeple Bumpstead - N. 3	267 14 6	80	44 2 11
200	Stock and Buttsbury - N.	*90 0 0		
194	Stratford, Ch. Ch. District N. 6	254 10 0	202	90 14 4
			9	3 5 10
194	Stratford, Eastern Counties Railway Mech. Institution - - 1	- - -	197	101 18 8
194	Stratford, St. John's - N. 6	*250 0 0	308	163 16 4
	,, - ,,	78 6 8		
	ESSEX—*cont.*	£ s. d.		£ s. d.
203	Tendring - N. 3	60 0 0	59	30 6 3
			11	2 14 8
195	TheydonBois N.	132 0 0		
203	Thorington, Mixed - 3	- - -	54	39 6 9
			15	5 9 2
207	Tilbury - N. 4	120 0 0	24	16 14 4
202	Tillingham - N. 4	283 10 0	96	46 0 8
			14	5 1 8
202	Tollesbury - B. 10	- - -	47	14 1 3
207	Toppesfield - N. 4	426 0 0	76	40 18 0
197	Upminster - N. 12	75 0 0	63	33 7 0
194	Victoria Docks, Infant -			
194	Victoria Docks, St. Mark's Ch. 7	740 13 9	458	216 10 8
201	Wakering, Great - N.	50 0 0		
137	Waltham Abbey - N. 10	- - -	153	72 10 4
			19	6 4 2
137	Waltham Abbey - B. 6	110 0 0	70	12 15 5
200	Waltham, Great - N. 5	279 4 0	102	65 14 0
			9	3 2 6
194	Walthamstow, St. Mary's N. 6	- - -	394	213 4 2
194	Walthamstow, Chapel End, St. John's - N. 6	*50 0 0	84	39 15 2
194	Walthamstow, Wood St. B. 7	- - -	53	13 0 5
194	Wanstead - N. 6	- - -	129	60 4 0
197	Warley, Great, Ch. Ch. - N. 11	123 3 10	84	53 9 8
197	Warley, Great (Lower), Mixed - N. 11	105 0 0	32	17 12 2
203	Weeley - N.	105 0 0		
208	Wethersfield N. 4	145 8 0	99	53 19 2
			35	11 0 4
210	Wicken Bonant - - N. *a*	*20 0 0		
210	Widdington N. 1	- - -	37	20 11 6
196	Willingale - N.	120 10 0		
196	Willingale Doe - - N.	*39 0 0		
206	Witham - N. 5	321 7 4	181	124 0 10
			34	7 11 8
206	Witham - B.	*150 0 0		
205	Wivenhoe - N. 3	300 5 0	153	82 0 2
203	Wix - - N. *b*	65 0 0		
203	‡Wix - - W.			
194	Woodford - N. 6	114 0 0	126	75 2 6
			16	6 10 0
194	Woodford - B.			
194	Woodford Bridge, Infants - - N. *c*			
194	Woodford Bridge, St. Paul's - Ch. 6	404 0 0	70	34 1 0
200	Woodham Ferrers - N.	106 0 0		
207	Yeldham, Great - N.			
207	Yeldham, Little - N.	133 0 0		

a School pulled down and 8*l.* repaid. *b* School temporarily closed. *c* Removed from inspection.

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	GLOUCESTER.	£ s. d.		£ s. d.
332	Almondsbury N. 4	*80 0 0		
	" - "	91 3 10	93	52 0 10
332	Almondsbury, Patchway - N. 4	227 0 0	33	5 0 10
332	Alvestone - N. 2	*40 0 0	78	24 2 3
340	Ampney-Crucis, Endowed - 6	- - -	83	6 12 11
337	Arlingham, Endowed - N.	91 17 6		
337	Arlingham, Infants - Ch.	100 0 0		
341	‡Arlington - B.			
345	Ashchurch - N. 3	62 10 0	31	16 10 11
336	Ashelworth - N. 4	42 0 0	66	36 8 4
338	Avening - N. 1	160 0 0	60	23 12 8
			28	9 5 0
334	Awre and Blakeney - N.	115 0 0		
344	Badgworth - N. 5	163 6 6	45	24 2 10
332	Berkeley - Ch. 3	- - -	62	9 0 5
341	Bibury - N. 6	- - -	64	33 8 10
			12	4 18 4
343	Bishop's Cleeve - N. 2	135 0 0	68	29 6 2
			6	2 0 0
338	Bisley, Boys N. *a*			
327	‡Bitton - N.			
334	Blaisdon - N.	69 0 0		
334	Blakeney - B. 2	- - -	58	28 4 4
406	Bourton-on-the-Hill - N. 2	- - -	40	19 0 11
342	Bourton-on-the-Water - N.	152 0 0		
577	Bream - - N. 5	233 15 3	115	47 15 4
			15	3 4 2
576	Briavel's, St. P. 7	- - -	31	17 6 1
340	Brimpsfield - N.	37 0 0		
338	Brimscombe N. 11	- - -	122	57 5 10
330	Bristol, Anvil Street - B. 3	- - -	144	27 11 8
329	Bristol, Back Fields - W. 3	1,526 0 0	387	214 11 2
330	Bristol, Baptist Mills - W. 3	- - -	177	77 11 11
329	Bristol, Countership - - B. 3	- - -	111	72 0 4
329	Bristol, Dighton Street - R. 6	- - -	111	63 5 11
			33	10 11 4
329	Bristol, Diocesan Trade.			
330	Bristol, Emmanuel - Ch. 8	435 0 0	253	102 3 9
330	Bristol, Hannah More's N. 11	246 1 8	418	176 0 4
			143	47 7 6
330	Bristol, Highbury - B. 3	- - -	62	39 13 2
329	Bristol, Incorporation Poor School.			
329	Bristol, Industrial Training and Reformatory (Hillgrove Street).			
329	Bristol, Lewin's Mead - - B. 3	350 0 0	168	82 9 2
329	Bristol, Maudlin Lane, Moravian - 3	- - -	73	33 11 2
329	Bristol, Meadow Street, Infants - B. *b*			
329	Bristol, Park Row, Industrial.			
329	Bristol, Pennywell Lane, Industrial Ragged.			
330	Bristol, Red Cross Street B. 3	280 16 8	640	380 10 0
			36	13 5 0
329	Bristol, Red Lodge Reformatory, Park Row.			
329	Bristol, Rosemary Street, B. 3	- - -	219	113 1 4
330	Bristol, Montpelier, St. Andrew's - N. 8	158 6 8	54	25 5 2
329	Bristol, St. Augustine's N. 11	321 5 4	274	131 12 8
329	Bristol, St. Clement's - Ch. 11	529 4 0	167	77 1 8
329	Bristol, St. George's, Brandon Hill - - N. 11	- - -	252	117 12 4
330	‡Bristol, St. George's Ragged. *b*			
329	Bristol, St. James', Back Ragged - 3	- - -	168	57 6 5
			25	14 2 6
329	Bristol, St. James', Infants - Ch. 8	- - -	127	69 3 2
329	Bristol, St. James' and St. Paul's Benevolent Society's - N. 11	200 0 0	*c*	
329	‡Bristol, St. James', Church Steps, Ragged.			
329	Bristol, St. John the Baptist's - P. 8	300 0 0	103	51 14 2
329	Bristol, St. Joseph's - R. *b*			
330	Bristol, St. Jude's - N. 8	948 4 0	148	40 10 2
			40	10 18 4
330	Bristol, St. Luke's, Barton Hill - Ch. 11	- - -	235	105 8 8
			32	9 13 4
329	Bristol, St. Mary's on the Quay - R. 6	- - -	168	87 12 8
			30	9 15 0
329	Bristol, St. Matthias' on the Weir - N. 8	723 0 0	146	53 12 2
			8	2 10 0

a Removed from inspection. *b* School closed. *c* Due, but not paid.

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	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
329	Bristol, St. Michael's - N. 8	40 0 0	340	148 16 4
329	Bristol, St. Nicholas' and St. Leonard's - N. 8	1,150 0 0	155	*a*
330	Bristol, St. Nicholas, (Tolentine) (Pennywell Road) - R. 6	- - -	194	104 7 4
329	Bristol, St. Paul's - P. 11	- - -	*b*	
329	Bristol, St. Peter's - N. 8	184 0 0	146	90 3 10
330	Bristol, Bread Street, St. Philip's, Ragged.			
329	Bristol, St. Philip and St. Jacob Ch. 11	1,018 10 0	342 357	169 2 6 136 7 6
329	Bristol, St. Silas (the Marsh) - N. 11	191 0 0	128	65 3 6
330	Bristol, St. Simon's - N. 11	90 0 0		*b*
330	‡Bristol, Trinity, St. Philip's Ragged.			
342	Broadwell, St. Paul's - Ch.	85 11 6		
336	Brockworth N.	*30 0 0		
338	Bussage - N.	53 0 0		
338	Cainscross - N. 4	*55 0 0		
	" - "	323 8 0	143	70 16 2
333	Cam, Upper, Boys - N.	*192 0 0		
333	Cambridge - W. 1	- - -	47	31 10 10
406	Campden (Chipping) - N. 2	*56 0 0	74	30 11 6
	" - "	21 8 0	48	13 11 8
340	Cerney, North N. 6	155 9 7	67	32 2 8
			68	15 8 11
340	Cerney, South N. 6	- - -	23	6 14 9
			121	55 0 0
338	Chalford - N. 1	248 15 2	42	20 12 11
338	Chalford - B. 1	- - -	72	37 8 8
344	Charlton King's, Boys - - Ch. 3	*60 0 0	54	35 2 6
	" " - "	15 10 8		
344	Charlton King's, Girls - - Ch. 3	- - -	111	46 11 4
344	Charlton King's (Cotham Fields) Ch. 3	- - -	40	20 19 4
162	Chastleton, Hitchman's District - 2	- - -	74 14	35 7 10 4 11 8
344	Cheltenham B. 2	*125 0 0	494	297 18 2
	" - "	1,408 16 8		
344	Cheltenham, Baker Street B. 2	- - -	244	115 12 6
344	Cheltenham, Bethesda - W. 2	83 0 0	78	40 12 8
344	Cheltenham, Boys Model Ch. *c*			

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	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
344	Cheltenham, Ch. Ch. - N. 10	- - -	202	69 12 0
344	Cheltenham, Ch. Ch., Infants - - N. 10	- - -	80	37 10 10
344	Cheltenham, Highbury - B. 2	1,250 0 0	154	70 1 6
344	Cheltenham, Naunton, Infants - N. 10	141 10 0	89	43 1 10
344	Cheltenham, Parish Ch., Boys - N. 10	180 0 0	214	117 14 8
344	Cheltenham, Parish Ch., Girls - 10	1,272 0 0	398	195 10 6
344	Cheltenham, Ragged Industrial - 2	203 3 9	142	70 1 4
344	Cheltenham, St. Gregory the Great - R. 6	336 1 0	119	62 4 0
344	Cheltenham, St. James' - N. 10	- - -	213	113 18 10
344	Cheltenham, St. John's - N. 10	322 12 6	236 20	134 13 4 8 1 8
344	Cheltenham, St. Luke's, Boys & Girls N. 10	- - -	181 45	94 2 8 15 10 10 *d*20 0 0
344	Cheltenham, St. Paul's, Boys and Girls Practising - 10	742 0 0	187	95 17 4
344	Cheltenham, St. Paul's, Infants - N. 10	314 0 0	140	59 4 4
344	Cheltenham, Holy Trinity, Boys and Girls - - N. 10	- - -	196	115 13 8
344	Cheltenham, Holy Trinity, Infants N. 10	- - -	128	56 4 0
389	Childs Wickham - - N. 2	143 15 0	50	22 3 1
333	Chipping - N.	*110 0 0		
334	Churcham and Bulley N. 6	358 0 0	63	39 17 5
334	Cinderford - B. 2	- - -	174	76 2 8
334	Cinderford, St. John's - N. 6	131 13 4	101	55 12 11
340	Cirencester - B. 1	- - -	67	32 13 4
340	Cirencester, Girls - - B. 1	- - -	65	33 18 10
340	Cirencester, Endowed - Ch. 6	- - -	385	7 10 0
577	Clearwell - N. 5	243 5 0	37	7 9 4
330	Clifton - - N. 11	*400 0 0		
	" - - -	126 17 0		*b*
330	Clifton, Bellevue, Girls - 9	- - -	58	25 10 8
330	Clifton, Berkeley Place, Infants - N. 9	189 15 0	137	62 10 2
330	Clifton - - B. 3	*150 0 0	143	54 15 10

a Refused under Article 52 *d*.
b Due, but not paid.
c Merged into Cheltenham, St. Paul's, B. and G. Practising.
d Retiring pension.

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	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
330	Clifton, Ch. Ch. - - N. 9	- - -	186	85 17 8
330	Clifton, Ch. of the Apostles - - R. *a*		16	5 11 8
330	Clifton - U.			
333	Coaley - N. 2	- - -	39	5 3 7
340	Coates - - N.	89 0 0		
344	Coberley - Ch. 5	278 8 6	29	22 9 0
			14	4 15 0
577	Coleford - N. 5	*150 0 0	48	26 10 3
577	Coleford - B. 2	- - -	13	3 10 10
			78	38 19 2
340	Colesborne, Village - Ch. 6	- - -	26	13 16 5
341	Coln, St. Aldwyn - - N.	241 0 0		
162	Compton, Little - P. 3	163 6 6	13	4 7 10
			6	1 16 8
335	Corse - - N.	70 0 0		
338	Cranham - N.	35 0 0		
332	Cromhall - N. 2	- - -	49	23 18 0
332	Cromhall, Middle - *b*			
577	Dean Forest (Berry Hill) Ch. Ch. - N. 6	265 3 4	80	49 3 4
577	Dean Forest, Ch. Ch. Jubilee - - N. 6	187 0 0	99	54 7 1
			21	6 15 10
577	Dean Forest, St. Paul's, Park End - N. 6	155 0 0	63	22 17 2
334	Dean Forest, St. Paul's Oldcroft, and Slade, "Middle" - N.	177 5 0		
334	Dean Forest, Holy Trinity N. *a*	80 0 0		
334	Dean Forest, Holy Trinity, Drybrook (Mitcheldean) N. 6	150 0 0	209	124 14 2
334	Dean Forest, Viney Hill, Blakeney (and Blakeney, Woodside, Infants) - Ch.	142 10 0		
334	Dean Forest (Woodside), Holy Trinity - - Ch.			
334	Dean, Little N.	200 0 0		
345	Deerhurst - N. 3	255 0 0	40	19 1 4
341	Dowdeswell Ch. 2	- - -	26	11 10 3
338	Downend - N. 5	*150 0 0		
	„ - „	42 10 0	180	85 11 4
336	Down Hatherley - N. 5	- - -	46	34 10 0
343	Dumbleton - N. 3	- - -	84	46 17 0
340	Duntisbourne, Abbot's - N.	35 0 0		
330	Durdham-Down, St. John's - N. 9	545 0 0	133	63 7 10
			20	8 5 0
333	Dursley - N. 2	*200 0 0	87	59 0 0
	„ - „	91 15 6	21	8 0 10
333	Dursley - W. 1	- - -	103	59 11 0
			18	5 13 4
337	Eastington - N. 1	495 0 0	66	35 2 2
			73	15 14 2
337	Eastington - W. 1	- - -	47	27 8 10
341	Eastleach (Martin and Eastleach Turville) - Ch. 6	188 12 6	100	53 10 10
			23	8 10 10
330	Easton, Lower, St. Mark's - N.	39 9 0		
338	Ebley - - B.	467 0 0		
577	English Bicknor - - - N. 6	*79 0 0	58	34 2 11
340	Fairford, Endowed - N. 3	86 10 0	163	*c*
332	Falfield, Lady Jenkinson's N. 4	- - -	45	11 18 5
345	Forthampton N. 3	- - -	68	30 16 2
337	Framilode - N. 5	158 15 9	53	31 15 0
337	Framilode - B. 1	- - -	91	49 2 2
331	Frampton Cotterell - N. 4	380 0 0	120	62 14 10
			22	7 8 4
331	Frampton Cotterell - B. 3	189 0 0	124	57 6 8
337	Frampton-on-Severn - N. 5	89 0 0	77	37 8 8
330	Frenchay - N. 4	- - -	54	27 14 0
337	Fretherne - N.	*33 0 0		
330	George's, St. N. 8	287 0 0	229	112 13 8
			54	21 18 4
330	George's, St., Infants - N.	130 0 0		
330	George's, St. B. 3	- - -	110	66 2 4
336	Gloucester - N. 9	- - -	142	58 19 2
336	Gloucester - B. 2	515 9 10	450	222 6 6
330	Gloucester, Bristol, and Oxford Diocesan Practising - - 1	- - -	127	63 10 2
336	Gloucester, Ch. Ch. - N. 9	- - -	99	41 1 2
336	Gloucester (Deacon St.), Boys -	70 0 0		
336	Gloucester - R. 7	- - -	66	38 11 6
336	Gloucester, St. Catherine's - - N.	*100 0 0		
336	Gloucester, St. James' - N. 9	565 0 0	316	150 5 4
336	Gloucester, St. John's - N.	125 5 0		
336	Gloucester, St. Luke's - N. 9	- - -	139	38 18 6
			26	8 6 8
336	Gloucester, St. Mark's, Girls - - N. 9	109 0 0	137	56 17 0

a School closed. *b* Removed from inspection, now a middle school. *c* No grant claimed.

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	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
336	Gloucester, St. Mary-de-Lode, and St. Catherine's - N. 9	- - -	135	46 4 9
336	Gloucester, St. Michael's N. 9	230 0 0	118	50 8 6
336	Gloucester, St. Nicholas', Girls and Infants - N. 9	- - -	79	32 3 4
336	Gloucester - W. 2	- - -	168	90 6 4
343	Gretton - N. 5	- - -	42	22 13 2
335	Hatfield (Dymock) - N. 3	- - -	63	25 0 8
327	Hanham - N. 10	*100 0 0		
	" - "	203 13 0	223	161 10 1
327	Hanham - W. 12	- - -	165	*a*
337	Hardwick, Reformatory.			
340	Hatherop Memorial - Ch. 6	- - -	35	17 2 10
331	Hawkesbury N. 11	179 11 4	54	23 3 0
334	‡Hawthorne Ch. *b*			
336	Highnam - N. 1	- - -	37	21 0 6
330	Horfield - N.	*41 0 0		
330	Horfield, Edmond's Trust, Boys Ch. 8	178 0 0	44	19 9 4
338	Horsley - Ch. 3	30 0 0	82	*a*
338	Horsley - W. 1	- - -	28	13 2 4
331	Horton - Ch. 11	270 0 0	52	25 6 10
336	Hucclecote - N. *d*			
334	Huntley - Ch. 6	- - -	56	28 6 3
345	Kemerton - N. 3	60 0 0	49	24 1 4
345	Kemerton, St. Benet's R. 6	52 10 0	23	2 10 0
330	Kingsdown, St. Matthew's - N. 8	401 5 0	231	93 2 2
			98	49 18 8
338	Kings Stanley - - N. 11	- - -	*c*22	7 0 0
			114	40 12 10
			40	11 13 4
338	Kings Stanley - - B. 1	- - -	78	40 19 2
333	Kingswood - N. *d*	*75 0 0		
333	Kingswood Reformatory.			
327	Kingswood Hill - - W. 1	- - -	221	86 18 6
327	Kingswood Hill - - B. 1	- - -	139	63 8 1
333	Kingswood (Wotton-under-Edge) - B. 2	- - -	62	33 12 8
122	Lechlade - N.	*60 0 0		
344	Leckhampton - - N. 2	216 10 0	79	45 16 4
344	Leckhampton, St. Philip's - N. 2	- - -	216	93 16 10
345	Leigh - - N. 5	162 0 0	33	5 6 2
337	Longney - N. 5	137 15 1	31	14 18 4
577	Lydbrook - Ch. 6	77 4 0	100	58 15 0
	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
576	Lydney - Ch. 5	350 15 0	204	108 16 3
			24	6 6 8
336	Maisemore - N. 1	168 0 0	47	28 2 10
404	Marston Sicca N.	113 0 0		
334	Micheldean, Free - - N.			
338	Minchinhampton - B.			
338	Minchinhampton - P. 1	- - -	127	60 5 10
			12	4 13 4
334	Minsterworth N. 11	- - -	36	17 0 0
338	Miserden - N.	35 0 0		
330	Moorfields (Bristol) - N. 11	- - -	145	65 10 9
406	Moreton-in-the-Marsh Ch. 2	- - -	177	26 6 2
406	Moreton-in-the-Marsh - B. 12	- - -	74	39 4 8
338	Nailsworth - N.	250 0 0		
338	Nailsworth - B. 1	*100 0 0	80	42 12 10
342	Naunton - Ch. 2	- - -	34	16 12 2
335	Newent - N. 4	368 0 0	173	97 12 2
			30	16 1 8
577	Newland - N. 5	77 17 0	69	35 18 6
334	Newnham - N. 6	*50 0 0	99	64 0 0
			16	4 18 0
334	Newnham - B. 2	- - -	58	18 4 0
333	Nympsfield Ch. 12	- - -	*e*	
338	Oakridge - P. 4	- - -	77	45 2 2
			21	7 5 10
342	Oddington - N. 2	147 11 6	57	38 11 1
332	Oldbury-on-Severn - N. 4	170 8 0	83	50 11 6
			9	3 2 6
327	Oldland - N. 10	*100 0 0		
	" - "	134 3 4	133	82 7 9
327	Oldland Common - B.			
332	Olveston and Elbarton - N. 1	*75 0 0	177	90 6 8
			14	3 16 8
332	Olveston, Infant - - N.	130 0 0		
338	Painswick and Rhyl United - N. and Industrial 1	503 9 11	158	81 3 6
338	Painswick, The Slad, Holy Trinity N.	*53 0 0		
335	Pauntley - N. 4	- - -	52	9 4 0
344	Prestbury - N. 2	*50 0 0		
	" - "	75 12 0	71	33 19 8
331	Pucklechurch N. 5	60 0 0	55	*a*
336	Quedgeley - N. 4	- - -	59	26 9 10
338	Randwick - N. 2	163 0 0	83	24 14 7
577	Redbrook - Ch.			
340	Redcomb Village - - 6	- - -	19	6 0 7
342	Risington, Great - N.	41 0 0		
342	Risington, Little - N.	50 0 0		
338	Rodborough, King's Court B.	*70 0 0		
336	Sandhurst - N.	106 0 0		
338	Selsley Ch. 11	- - -	70	36 5 0
			20	6 15 0

a Refused under Article 52 *d*.
b School pulled down.
c For two years.
d Removed from inspection.
e Due, but not paid.

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	GLOUCESTER—*cont.*	£ s. d.		£ s. d.
341	Sevenhampton - N. *a*			
339	Shipton Moyne N. 3	60 0 0	32 / 11	36 4 5 / 2 10 10
330	Shirehampton N. 5	87 8 8	87	55 10 6
340	Siddington - N. 6	- - -	44 / 15	9 3 9 / 1 17 6
327	Siston - N.	*75 0 0		
331	Sodbury, Chipping - N. 11	125 0 0	88 / 22	45 12 2 / 5 18 4
331	Sodbury, Old N. 11	*50 0 0	55	26 18 8
341	Southrop Ch. 6	- - -	59	32 0 10
337	Standish - N. 5	- - -	23	11 10 0
338	Stanley, St. Leonard's - N. 11	- - -		*b*
343	Stanton - N.	204 8 0		
343	Stanway Ch. 5	- - -	25	8 12 8
330	Stapleton, Dr. Bell's - N. 5	243 15 0	66	*e*
330	Stoke, Bishop, Girls - N. 4	- - -	44	24 8 6
345	Stoke, Orchard N.	45 0 0		
342	Stow-on-the-Wold (Endowed) - N. 2	215 0 0	136	52 9 4
340	Stratton Ch. 6	202 0 0	54	26 3 9
338	Stroud - N. 2	*100 0 0	213	93 18 6
	" - "	437 0 0	70	24 5 0
338	Stroud - B. 1	*150 0 0		
	" - "	43 10 0	189	111 12 10
342	Swell, Lower N. 12	- - -	44	18 14 2
335	Taynton - P. 4	- - -	39	20 4 2
339	Tetbury - N. 2	*145 0 0		
	" - "	196 13 4	388	92 5 10
345	Tewkesbury N. 7	300 0 0	231	82 7 0
345	Tewkesbury B. 2	83 12 10	49	24 15 0
345	Tewkesbury, Trinity - N. 7	- - -	126	39 17 3
338	Thrupp - N. 2	- - -	59	12 14 0
335	Tibberton - B. 2	- - -	60	40 8 0
332	Thornbury - N. and Industrial 4	*130 0 0		
	" - "	355 12 6	107	47 3 4
576	Tidenham - N. 6	*d*60 0 0	50	30 1 7
345	Tirley - - N.	35 0 0		
331	Tormarton - N. 5	71 0 0	46 / 15	28 15 6 / 4 17 6
332	Tortworth - B. 2	- - -	97 / 7	56 14 10 / 1 15 10
576	Tutshill - N.			
336	Twigworth - N. 5	13 0 0	56 / 9	26 10 2 / 3 1 6
345	Twining - N. 3	64 0 0	65	28 8 10
330	Two Mile Hill, St. Michael's N. 8	36 7 6	81	24 1 10
330	Two Mile Hill, St. Michael's, Crews Hole Ch. 8	146 16 3	73	31 7 10
333	Uley - - N. 12	184 0 0	77	40 14 8
335	Upleadon Mixed - N. 4	- - -	27	11 0 6
336	Upton, St. Leonard's - N. 1	- - -	101	43 14 10
327	Warmley - N. 10	- - -	87 / 26	50 13 2 / 6 1 8
340	Watermoor, Trinity - N. 6	577 4 0	76	37 6 2
334	Westbury-on-Severn - N. 6	80 0 0	96 / 19	57 3 4 / 6 4 2
330	Westbury-on-Trym, Edmund's Foundation 4	- - -	58	*c*
330	Westbury-on-Trym, Girls N. 4	171 6 8	43	19 18 8
330	Westbury-on-Trym, Infts. N. 4	8 10 0	49	25 8 4
331	Westerleigh N. 4	122 12 2	37	20 2 0
389	Weston Sub-Edge - - N.			
338	Whiteshill - N. 2	518 9 0	98	47 1 8
337	Whitminster Endowed - Ch. 5	116 10 0	42	10 5 10
331	Wickwar Ch. 2	- - -	43	23 13 10
343	Winchcombe N. 5	- - -	186	86 18 10
340	Winstone - N.	*26 0 0		
330	Winterbourne N. 4	- - -	38	18 17 8
330	Winterbourne Down, All Saints - N. 4	- - -	56 / 12	26 3 8 / 3 10 0
341	Withington N. 2	273 0 0	37	18 14 2
576	Woolastone Ch. 6	197 7 6	46	20 14 5
333	Wotton-under-Edge - - N. 12	- - -		*b*
333	Wotton-under-Edge - B. 2	15 0 0	201 / 17	116 12 2 / 5 17 6
			82	44 11 0
331	Yate - - N. 11	105 0 0	23	7 5 10
	HAMPSHIRE.			
118	Abbot's Ann 7	- - -	128	51 7 8
40	Aldershot - N. 4	387 0 0	150	86 17 5
40	Aldershot Town - R. 11	- - -	13	11 [illegible] 0
113	Alresford - B. 5	19 0 0	35	10 10 [illegible]
113	Alresford, New N. 3	*80 0 0	98	44 19 6
113	Alresford, Old N. 3	- - -	73 / 8	48 6 2 / 2 16 8
113	†Alresford, Royal Patriotic Asylum - - *a*			
113	Alresford, The Grange N. 3	- - -	46	25 1 0
114	Alton - - N. 1	289 10 4	253 / 52 / 60	125 11 8 / 16 16 8 / 27 2 2
114	Alton, Boys - B. 5	- - -	19	7 2 6
114	Alton, Girls - B. 5	- - -	103	52 8 4
97	Alverstoke - N. 2	279 12 6	223	125 9 9
97	Alverstoke, New Town, Infts. N. 2	264 12 0	75	25 18 0
109	Ampfield - N. 6	- - -	55	39 11 0
118	Andover - N. 7	910 0 0	115	51 14 6
118	Andover - B. 5	*170 0 0	228	132 15 2
	" - "	61 15 0		
99	Arreton, (I. of W.) - N. 10	- - -	47	16 8 1
100	Baddesley, South - Ch. 2	- - -	40	20 0 2

a Removed from inspection.
b Due, but not paid.
c Refused under Article 52 *d*.
d This grant has been repaid.

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	HANTS—*cont.*	£ s. d.		£ s. d.
116	Basing - N. 12	- - -	100	26 19 5
116	Basingstoke N. 12	- - -	162	59 9 0
			40	13 13 4
116	Basingstoke B. 5	- - -	150	79 7 6
116	Basingstoke U.			
119	Baughurst - N. 1	75 0 0		
104	Beechwood - N. 11	- - -	42	23 15 6
104	Beechwood - B.			
95	Bedhampton N. 7	- - -	56	6 3 0
114	Bentley - N. 1	100 0 0	98	54 9 0
113	Bighton - N. 3	- - -	34	14 15 4
			7	1 14 2
99	Binstead (I. of W.) - N. 4	198 17 6	53	31 2 2
109	Bishopstoke N. 7	108 0 0	72	34 0 0
106	Bitterne - N. 11	414 0 0	166	97 16 2
106	Bitterne, Infants - Ch. 11	- - -	53	26 9 8
111	Blendworth N.	8 18 0		
100	Boldre, East N.	72 0 0		
106	Botley - - N. 3	262 0 0	79	43 15 4
			13	3 19 2
106	Botley, Hedge End - - N. 3	134 15 0	54	27 16 2
117	Bourne, St. Mary's - N. 7	483 0 0	96	38 12 8
			8	2 5 0
101	Bournemouth N. 4	- - -	79	38 12 6
101	Bournemouth B. 5	- - -	70	44 11 2
101	Bournemouth, Infants Ch.			
99	Brading (I. of W.) - - N.	136 0 0		
99	Brading (I. of W.) - - B. 5	291 0 0	87	40 8 10
116	Bramley - P. 12	- - -	[a]60	21 15 0
			60	19 15 7
104	Bramshaw, Girls and Infants N. 12	- - -	59	25 14 2
101	Bramshaw, Boys - - N. 12	- - -	20	9 8 3
104	Bramshaw, Fritham - Ch.	37 10 0		
101	Bransgore - N.	50 0 0		
103	Breamore Ch. *b*			
99	Brixton (Isle of Wight) - N. 10	*80 0 0	69	11 10 7
	" " - "	47 7 0		
100	Brockenhurst N. 4	387 12 0	72	24 15 2
			26	8 16 8
108	Broughton - N.	*20 0 0		
108	Broughton-cum-Bossington N. 7	- - -	76	22 0 2
113	Brown, Candover - N. 3	- - -	49	26 8 6
119	Burghclere - Ch. 7	- - -	55	21 5 0
			13	3 5 10
112	Buriton - N. 1	- - -	27	13 10 8
102	Burley - N. *c*	45 0 0		
102	Burley-Ville Ch. 4	228 0 0	61	42 5 4
106	Bursledon - N. 3	*48 0 0	79	39 15 0
			18	3 18 4
99	Calbourne (Isle of Wight) - N. 10	*60 0 0	34	25 10 0
	" " - "	55 10 0		
99	Carisbrooke (I. of Wight) - N. 10	72 1 0	50	33 4 0

a For two years.
c School closed.

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	HANTS—*cont.*	£ s. d.		£ s. d.
111	Catherington N. 1	80 0 0	35	18 5 0
114	Chawton - N. 1	- - -	46	23 2 4
118	Chilbolton - N.	35 0 0		
99	Chillerton (Isle of Wight) - N. 10	- - -	43	32 5 0
101	Christ Church N. 4	405 0 0	207	112 11 0
101	Christ Church U.			
115	Church Crookham - - N. 3	176 13 0	80	41 3 2
116	Church Oakley N. 12	- - -	61	27 6 6
			19	4 14 2
109	Colden Common - - N. 7	97 0 0	50	31 15 0
112	Colmer and Pryor's Dean N. 1	38 0 0	16	8 18 0
109	Compton - N.	20 0 0		
99	Cowes, East (I. of W.) - N. 10	*75 0 0	211	99 4 0
		594 0 0	20	5 1 8
	" " - "			
99	Cowes, West (I. of W.) - N. 10	617 0 0	340	186 17 6
			33	10 15 10
99	Cowes, West (I. of W.) - B.	*80 0 0		
109	Crawley - P. 6	26 0 0	52	24 10 8
115	Crondall - N. 3	*52 0 0	123	59 19 10
119	Crux Easton N.	60 0 0		
110	Curdridge - N. 3	*30 0 0	46	27 9 2
107	Dean, East - N. 12	107 0 0	38	35 18 3
104	Dibden - N. 11	- - -	39	24 8 11
110	Droxford - N. 4	- - -	36	16 2 6
116	Dummer - N.	20 0 0		
110	Durley - N. 4	- - -	44	17 9 0
109	Easton - N.			
104	Eling, North N. 11	125 0 0	115	85 2 3
			27	10 6 7
104	Eling (Rumbridge Street) N. 11	145 0 0	117	71 18 2
			22	6 13 4
97	Elson - - N. 2	234 16 0	101	48 11 4
115	Elvetham (Lord Calthorpe's).			
104	Emery Down N.	96 0 0		
112	Empshott - N.	31 10 0		
104	‡Exbury - N.			
109	Fair Oak - N. 6	- - -	69	15 0 8
98	Fareham - N. 2	5 18 0	223	126 3 0
98	Farcham - B. *d*	*80 0 0		
98	Fareham (Crocker Hill), N. and evening *c*	61 0 0		
98	Fareham, Funtley Branch N.			
98	Fareham, Infants - - N. 2	100 0 0	62	31 18 4
114	Faringdon - N. 1	- - -	74	32 19 8
41	Farnborough Ch. 4	- - -	77	43 11 0
104	Fawley - N. 11	- - -	88	45 3 10
115	Fleet - - Ch. 3	- - -	25	7 19 8
103	Fordingbridge N. 4	*115 0 0	82	36 16 4
			18	5 5 0
103	Fordingbridge B. 5	- - -	103	62 6 10

b Removed from inspection.
d School extinct.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	HANTS—*cont.*	£ s. d.		£ s. d.
96	Fratton - N. *a*	*62 10 0		
106	Freemantle Ch. 11	740 0 0	258	147 5 10
			18	5 5 10
99	Freshwater - N. 10	180 0 0	109	28 13 1
99	Godshill (I. of W.) - P. 4	- - -	70	36 14 6
97	Gosport (Preparatory) - N. *b*			
97	Gosport, Royal B. 5	- - -	66	31 3 10
97	Gosport, St. Matthew's N. 2	400 0 0	351	157 2 11
97	Gosport, Holy Trinity - Ch. 2	47 10 0	156	74 3 4
118	Grateley - Ch.	40 0 0		
110	Hambledon N. 4	226 0 0	85	50 5 6
106	Hamble-le-Rice N.	53 0 0		
	Hampshire Reformatory.			
119	Hannington N.	60 0 0		
			66	33 14 4
116	Hartley Wespall - Ch. 12	- - -	14	5 0 0
			*c*76	32 5 10
			15	4 17 6
115	Hartley Wintney - Ch. 3	75 16 4	134	62 11 8
95	Havant - B. *a*	*75 0 0		
95	Havant and Bedhampton N. 7	98 4 6	180	79 12 10
99	Havenstreet (I. of W.) N. 3	- - -	29	23 15 7
112	Hawkley - Ch.			
41	Hawley - Ch. 4	- - -	69	49 11 6
95	Hayling - Ch. 7	- - -	69	30 14 4
41	Headley - N.	*42 0 0		
41	Headley Endowed - - 4	22 0 0	60	33 14 5
99	Helen's, St. N.	333 18 0		
101	Highcliffe - Ch. 4	- - -	66	33 11 0
			8	1 18 4
101	Holdenhurst N. 4	45 0 0	33	8 1 9
116	Hook - - N. 3	135 3 8	77	27 12 7
100	Hordle - N. 2	348 18 3	63	30 16 0
			10	2 2 0
111	Horndean - Ch. 1	271 0 0	69	38 19 10
109	Hursley, Boys Ch. 6	- - -	42	23 16 0
109	Hursley, Girls N. 6	- - -	54	40 10 0
117	Hurstbourne Priors, Earl of Portsmouth's - 7	- - -	81	51 4 4
118	Hurstbourne Tarrant - N.	150 0 0		
103	Hyde - - N. 4	- - -	80	40 2 10
119	Kingsclere, Boys, Free Ch. 7	279 4 0	63	24 14 4
119	‡Kingsclere, Girls - - N.			
119	Kingsclere, Woodlands Ch. 7	117 13 6	60	22 16 0
41	Kingsley - N.	73 0 0		
108	King's Somborne - N. 7	481 9 8	104	44 16 0
96	Kingston Cross, School of Industry N.	*62 10 0		
109	Kingsworthy N. 6	294 0 0	35	17 2 10
96	Landport, Lancasterian Boys' - - 5	- - -	103	38 9 8
96	Landport, Lancasterian Girls' - - 5	- - -	97	16 15 11
96	Landport, St. Luke's - N. 5	- - -	356	181 15 2
96	Landport - W. 5	- - -	346	177 14 2
117	Laverstoke Ch.			
99	Lock's Green (Calbourne, I. of W.) - Ch. 10	- - -	49	26 3 2
104	Longdown - N.	170 0 0		
108	Longstock - N. 7	- - -	46	6 7 9
100	Lymington - N. 2	*150 0 0	257	125 9 2
100	Lymington - B. 5	- - -	168	78 2 0
104	Lyndhurst - N. 12	325 6 0	*d*	
112	Lyss - - N.	*30 0 0		
116	Mapledurwell N.	42 10 0		
109	Martyr-Worthy N.	170 0 0		
114	Medstead - N. 2	54 0 0	29	14 1 10
112	Meon, East N. 1	223 8 9	99	39 1 0
110	Meonstoke - N. 4	45 0 0	20	10 5 7
110	Meon, West N. 1	229 10 0	110	51 14 4
100	Milford - N. 2	52 15 0	80	41 19 0
			90	46 7 5
106	Milbrook Ch. 11	- - -	*c*105	47 2 2
			17	3 9 2
100	Milton - N.	*50 0 0		
	" - "	41 16 0		
101	Moordown - N. 4	- - -	48	23 2 4
126	Mortimer, West End - - Ch. 1	- - -	26	10 17 9
104	Netley, St. Matthew's N. 11	124 0 0	*d*	
99	Newport (I. of W.) - N. 10	47 5 6	213	135 13 2
99	Newport (I. of W.) - B.	*100 0 0		
	" - "	100 0 0		
110	Newtown - N. 4	19 16 5	50	25 12 6
114	Newton Valence, Infants - - N. *e*			
99	Niton (I. of W.) N. 4	- - -	51	18 10 11
105	Northam (Ch. Ch.) - N. 9	800 0 0	242	111 0 0
99	Northwood (I. of W.) - N. 10	- - -	85	41 15 0
107	Nursling - Ch. 12	- - -	59	31 5 7
99	Oakfield, St. John's (I. of W.) - N. 4	387 5 0	146	79 8 6
115	Odiham - N. 3	*120 0 0	166	63 1 10
	" - "	46 0 8		
115	Odiham, London Road - 6	- - -	60	24 13 0
117	Overton - N.	*77 0 0		
	" - "	306 0 0		
109	Owslebury - N.	34 0 0		

a School closed.
b Merged into Gosport, Holy Trinity, N.S.
c For two years.
d Due, but not paid.
e Removed from inspection.

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	HANTS—*cont.*	£ s. d.		£ s. d.
101	Parley, East N. 4	- - -	35	15 4 2
			10	1 5 0
112	Petersfield - B. 5	- - -	148	83 7 6
112	Petersfield - N. 1	*126 0 0	136	78 8 0
	„ - „	847 0 0		
101	Pokesdown - N. 4	- - -	50	23 10 6
98	Porchester - N.			
96	Portsea, All Saints' - N. 5	321 10 0	526	269 18 10
96	Portsea, Beneficial Society's 5	*140 0 0	282	136 1 8
96	Portsea, Free N.	503 0 0		
96	Portsea Island U.			
96	Portsea - R. 7	- - -	164	102 16 1
96	Portsea Town, St. John's and Trinity, Boys - - N. 5	483 6 8	100	59 3 4
96	Portsea Town, Trinity, Mixed - N. 5	- - -	69	33 8 2
96	Portsea, St. John's, Girls and Infants - - N. 5	- - -	84	35 14 10
96	Portsmouth N. 5	100 0 0	226	125 2 6
96	Portsmouth, Royal Victoria, Infants - - -	123 0 0		
116	Preston Candover - N. 12	- - -	55	19 1 11
106	Redbridge, Girls Ch. 11	- - -		*a*
95	Redhill, St. John's - N.	108 0 0		
102	Ringwood - N. 4	485 0 0	260	119 7 0
107	Romsey - N. 12	95 15 6	305	98 13 1
			58	23 13 4
107	Romsey - B. 5	443 10 0	237	135 16 2
			30	10 1 8
109	Rownhams - N. 11	- - -	74	49 8 6
99	Ryde (I. of W.) N. 3	936 13 4	159	131 17 3
99	Ryde (I. of W.) B. 5	207 0 0	128	64 15 0
99	Ryde (Isle of Wight), Infants - Ch. 3	- - -	70	44 15 1
99	Ryde (Isle of Wight), Trinity - N. 3	- - -	76	73 7 10
99	Ryde, (I. of W.) Holy Trinity, Girls' - - N. 3	- - -	31	14 17 0
99	Sandown - N. 4	633 15 0	168	86 0 2
98	Sarisbury, St. Paul's - N. 2	62 0 0	72	38 5 4
106	Scholing - N. 11	- - -	108	69 8 0
			13	3 10 10
			41	9 15 10
114	Selborne - N. 2	73 0 0	17	5 19 2
99	Shalfleet - Ch. 10	117 0 0	42	16 15 8
116	Sherborne, St. John's - Ch. 12	- - -	71	22 6 8
			14	4 10 0
107	Sherfield-English - N.	60 0 0		

a Due, but not paid.

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	HANTS—*cont.*	£ s. d.		£ s. d.
116	Sherfield-on-Loddon, Endowed - 12	- - -	79	26 8 0
110	Shidfield - N. 3	114 0 0	78	42 18 8
106	Shirley - N. 11	- - -	315	191 4 0
110	Soberton - N. 4	- - -	49	24 13 6
105	Southampton, All Saints' N. 9	565 0 0	295	140 10 8
105	Southampton, Bedford Place N.	*100 0 0		
105	Southampton, Charlotte Place - - N.	300 0 0		
105	Southampton, Holy Rhood N. 5	206 0 0	101	49 2 0
105	Southampton, U.			
105	Southampton, St. George's Place (Houndwell), Ragged	268 15 0		
105	Southampton, Royal - - B. 6	*215 0 0	47	20 7 11
105	Southampton, St. James'- N. 5	- - -	123	62 11 4
			28	9 16 8
105	Southampton, St. Luke's, New Town District - N. 9	- - -	236	129 5 2
105	Southampton, St. Mary's (Crabnitou District) - N. 9	745 0 0	101	48 4 2
105	Southampton, St. Mary's, Grove St. - N. 9	559 0 0	501	236 2 8
106	Southampton, St. Mary's, Extra (Pear Tree Green) N.	311 0 0		
105	Southampton, St. Michael's N.	371 5 0		
105	Southampton, St. Paul's - N. 5	- - -	42	28 15 0
105	Southampton, St. Peter's - Ch. 9	- - -	82	37 9 10
105	Southampton, Holy Trinity District - N. 9	748 10 0	313	140 9 6
105	Southampton W. 5	- - -	82	48 7 0
96	Southsea, St. Jude's - N. 5	390 0 0	226	97 7 2
96	Southsea, St. Paul's - N. 5	366 10 0	189	119 0 4
109	Sparsholt - N.	32 0 0		
112	Steep - - N.	45 0 0		
108	Stockbridge, N. 7	- - -	80	33 4 2
106	Stoneham, South, Portswood and Highfield - N. 11	268 13 8	*b* 129	55 14 6
			132	58 5 4
113	Sutton Bishop N.	294 6 0		
41	Sutton, Long N.	66 0 0		
110	Swanmore - N. 4	226 17 6	64	33 15 8
100	Sway - - N.	50 0 0		
107	Timsbury - N. 12	53 0 0	32	13 13 6

b For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	HANTS—*cont.*	£ s. d.		£ s. d.
114	Tisted, East N. 2	- - -	38	12 3 6
113	Titchborne - N. 3	45 0 0	49	27 3 2
98	Titchfield - N. 2	- - -	167	83 19 6
104	Totton - - B. 5	*50 0 0	71	50 18 8
109	Twyford - N. 6	430 0 0	81	38 9 10
			18	5 11 8
108	Tytherley, East, Endowed - Ch. 7	- - -	80	*a*
	" - "		18	
108	Tytherley, West - - N. 7	- - -	68	35 13 0
			22	8 3 4
110	Upham - N. 7	47 0 0	47	23 17 10
			10	3 8 4
99	Ventnor - N. 4	939 12 0	259	154 14 0
99	Ventnor Literary Institution - 6	- - -	135	66 13 8
118	Vernham, Dean Gillam's - - 7	- - -	66	26 2 4
108	Wallop, Nether - - N.	*46 0 0		
108	Wallop, Over Ch. 7	- - -	67	32 9 2
110	Waltham, Bishop's - N. 4	- - -	93	18 19 4
110	Waltham, Bishop's - B. 5	- - -	59	29 8 0
116	Waltham, North - N. 12	35 0 0	52	18 1 10
95	Warblington and Emsworth - N. 7	*126 0 0		
	" - "	129 0 0	154	72 16 0
95	Warblington and Emsworth, Infant - - N. 7	95 0 0	26	9 11 8
			—	*b*20 0 0
110	Warnford Park - - N. 1			*c*
107	Wellow - N. *d*			
106	Westend, St. James' - N. 3	*72 0 0	94	49 16 0
118	Weyhill - Ch.	102 5 0		
99	Whippingham (Isle of Wight) - N. 10	106 0 0	57	38 12 2
117	Whitchurch N. 7	282 0 0	105	43 19 4
117	Whitchurch W. *e*			
99	Whitwell - N. 4	- - -	27	2 16 0
98	Wickham - N. 3	- - -	78	44 3 6
99	Wight, Isle of U.			
109	Winchester, Central - N. 6	- - -	247	129 15 0
			30	7 16 8
109	Winchester, (Hyde) St. Bartholomew's - N. 6	141 8 6	103	52 13 10
109	Winchester, St. John's - N. 6	376 0 0	98	39 8 0
109	Winchester, St. Michael's Practising N. 6	443 19 8	52	23 14 8
109	Winchester, St. Peter's - N. 6	125 0 0	81	40 8 10
109	Winchester, St. Peter's Street - W. 6	- - -	57	31 11 7
109	Winchester, St. Thomas' N. 6	200 0 0	135	77 5 0
109	Winchester, Trinity - N. 6	303 16 6	186	103 15 4
115	Winchfield - Ch.	122 15 0		
109	Wonston - P. 6	- - -	98	46 3 4
119	Woodhay, East N. 7	*50 0 0	89	45 6 6
	" - "	46 0 0	6	2 13 4
119	Woolton Hill, N. and Indust. 7	90 10 0	73	35 3 10
			14	4 8 4
99	Wootton Bridge - Ch. 10	105 12 6	68	31 11 2
			9	3 10 10
116	Wootton, St. Lawrence - Ch. 12	- - -	51	19 9 9
116	Worting - N. 12	- - -	63	27 1 6
98	Wymering and Widley N. 3	130 0 0	141	61 15 6
99	Yarmouth (Isle of Wight) - N. 10	438 0 0	157	69 14 6
41	Yateley - N. 4	*50 0 0	65	30 14 1
	" - "	143 19 7	8	3 10 0
	HEREFORDSHIRE.			
349	Almelly - N.	5 0 0		
346	Ashperton and Canon Frome - N. 3	253 0 0	67	34 13 2
347	‡Ballingham N. *d*			
348	Belmont, St. Michael's - R. 7	- - -	22	9 13 10
348	Birch, Little Ch. 2	- - -	46	28 12 0
350	Bishop's Frome N. 4	170 0 0	63	27 2 8
347	Bishopswood N. 5	- - -	33	8 8 10
346	Bosbury, Boys - - N. 5	- - -	38	*a*
346	Bosbury, Girls - - N. 5	118 10 0	37	22 0 10
347	Brampton Abbots - Ch.	100 0 0		
604	Brampton Brian - N. 5	- - -	65	20 15 1
347	Bridstowe - N.	90 0 0		
385	Brimfield - N. 2	263 10 0	49	15 19 4
349	Brinsop - N.	75 0 0		
350	Bromyard - B. 1	- - -	57	34 12 10
350	Bromyard, Infants - N. *f*	28 6 8		
350	Bromyard - N. 5	254 0 0	100	40 1 4
347	Caple, King's N.	35 0 0		
348	Clehonger - Ch. 6	- - -	47	3 5 0
602	Clifford, Endowed - N.	*50 0 0		
	" - "	20 15 4		
350	Cowarne, Central - - N. 5	370 0 0	45	17 5 5
350	Cradley, Girls' N. 5	285 15 0	76	37 18 4
351	Croft and Yarpole - N. 6	- - -	74	26 9 11

a Refused under Article 52 *d*.
b Retiring pension.
c Due, but not paid.
d Removed from inspection.
e No school for some years.
f Merged into Bromyard, N.S.

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	HEREFORD—*cont.*	£ s. d.		£ s. d.
349	Dilwyn - N. 4	137 0 0	63	25 14 8
348	Dynedor - N.	*35 0 0		
603	Eardisley - N. 5	256 0 0	82	48 16 6
			30	7 11 8
346	Eastnor - P. 2	- - -	51	13 5 2
348	Eaton, Bishop N. 2	110 0 0	25	8 19 7
348	Ewyas Harold - N. 2	56 0 0	46	25 2 4
351	Eyton - Ch. 2	- - -	24	6 14 2
347	Goodrich - N. 5	373 14 0	60	29 6 8
347	Hentland and Hoarwithy P. 5	- - -	37	25 4 0
348	Hereford, Blue Coat - N. 4	87 0 0	212	19 16 6
348	Hereford, St. John the Baptist - N. 4	- - -	78	9 5 10
348	Hereford, St. Martin's - N. 2	438 0 0	117	55 5 4
	„ - „		11	3 2 6
348	Hereford, St. Nicholas' - N. 3	- - -	112	57 16 6
348	Hereford, St. Peter's - N.	*290 0 0		
	„ - „	58 0 0		
348	Hereford, Scudamore's Charity - N. 4	556 0 0	217	104 12 8
348	Homer and Huntington N. 1	208 0 0	65	31 19 4
351	Hope, Upper Hill - - N. 3	225 16 1	32	17 0 8
351	Ivington, St. John's - N.	80 5 0		
348	Kentchurch, Endowed - N.	45 0 0		
351	Kingsland - N.	75 0 0		
348	Kingston and Thruxton - N. 3	90 0 0	34	14 2 4
603	Kington - N. 5	*150 0 0	175	88 3 4
349	Kinnersley - Ch.	88 0 0		
346	Ledbury, Girls' and Infants - N. 4	117 10 0	121	60 6 8
346	Ledbury, Boys' - Ch.	300 7 6		
352	Leintwardine, Endowed, Frec 4	313 4 4	95	8 13 0
351	Leominster - B. 1	- - -	130	64 14 6
351	Leominster - N. 3	906 0 0	243	112 13 0
			16	5 6 8
347	Llancarren - Ch. 4	147 0 6	34	14 15 10
347	Llanwarne - Ch.	183 0 0		
348	Lugwardine Ch. 2	- - -	71	33 13 8
603	Lyonshall - P. 5	235 0 0	58	36 14 3
348	Madley - N. 3	202 5 0	62	47 19 10
603	Maholleni - 5	- - -	34	23 19 1
349	Mansel-Lacey N. 5	172 5 0	42	24 17 3
351	Monkland - N.	108 0 0		
348	Mordiford - Ch. 3	- - -	39	21 11 7
348	Much Dewchurch - N.			
346	Much Marcle N. 5	237 0 0	64	33 4 2
348	Orcop - N. 4	288 0 0	34	2 19 4
351	Orleton - N. 2	312 0 0	42	17 16 3
			6	0 17 6
603	Pembridge - N. 5	373 18 0	83	37 12 6
349	Preston and Blakemere N. 7	132 0 0	24	10 4 1
347	Ross and Archenfield, (Royal Victoria) - - B. 1	*200 0 0	116	47 0 6
	„ - „	368 10 0		
351	Stoke Prior - N.	50 5 0		
348	Stretton Sugwas - - N. 2	230 18 0	47	24 0 4
348	Tupsley - N.	226 17 6		
347	Upton, Bishop N. 2	- - -	35	14 1 3
			7	1 7 6
349	Weobley - N. 5	269 0 0	64	18 19 11
347	Weonard's, St. - - N.	82 0 0		
350	Whitbourne Ch.	164 0 0		
577	Whitchurch N. 5	318 0 0	73	37 0 10
602	Whitney - N.	42 0 0		
352	Wigmore - N. 4	185 0 0	36	15 14 7
348	Wormbridge N. 2	- - -	35	12 12 0
346	Yarkhill - N.	132 10 0		
	HERTFORDSHIRE.			
145	Abbots-Langley N. 2	468 18 0	102	30 1 8
144	Alban's, St. - N.	*50 0 0		
	„ - „	79 0 0		
144	Alban's, St. - B. 2	- - -	41	28 17 1
144	Alban's, St., Ch. Ch. (Cross Street), Infants - - 2	- - -	63	29 16 2
144	Alban's, St., St. Michael's, Infants - N. *a*			
144	Alban's, St., St. Peter's- N. 2	- - -	73	17 11 9
144	Alban's, St., St. Peter's- Ch. 2	168 0 0	137	70 19 8
139	Albury - Ch. 3	- - -	72	27 9 0
147	Aldbury - Ch. 7	- - -	58	31 10 6
138	Amwell, Great N. 7	24 13 4	34	24 19 0
140	Anstey - N.	111 4 0		
140	Ardeley - N. 4	*40 0 0	47	9 15 10
	„ - „	234 0 0		
140	Ashwell New N. *a*			
140	Aspeden, Endowed - N. 6	61 15 11	52	22 12 4
141	Baldock - N.	*200 0 0		
141	Baldock - B. 3	*60 0 0	68	44 0 6
	„ - „	46 0 0		
136	Barham Wood - B.			
140	Barley - - N. 4	- - -	98	47 10 2
136	Barnet, Chipping - - N.	60 0 0		
142	Bayford - N. 6	110 0 0	55	26 18 4
146	Beechwood - N.			
142	Bengeo - - N. 7	496 14 0	110	57 9 4
142	Bennington N.	45 0 0		

a Removed from inspection.

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	HERTFORD—*cont.*	£ s. d.		£ s. d.
147	Berkhamp-stead, Great, and North Church - N. 2	*100 0 0	78	31 11 5
	" " - "	140 0 0		
147	Berkhamp-stead, Great B.	*130 0 0		
139	Bishop's Stort-ford - - N. 3	- - -	77	26 15 0
139	Bishop's Stort-ford - - B. 3	317 13 9	154	87 6 4
			14	3 6 8
139	Bishop's Stort-ford, New Town - N.			
139	Bishop's Stort-ford (Roches-ter Diocesan), Model - 3	433 0 0	128	61 13 2
146	Bovingdon - Ch. 1	- - -	88	45 16 4
146	Boxmoor - Ch. 2	88 2 9	125	59 18 2
			a20	0 0
142	Bramfield - N. 3	- - -	42	22 3 4
141	Breechwood Green - N. 3	195 0 0	44	20 12 4
139	Brent-Pelham N.	50 0 0		
138	Broxbourne Bury - Ch.			
138	Broxbourne, Free - - N. 3	- - -	34	5 16 8
140	Buckland - N.	90 0 0		
140	Buntingford N. 7	120 8 4		b
142	Burnham Green N.	50 0 0		
145	Bushey - B. 2	172 14 0	135	66 11 8
137	Cheshunt - B. 3	264 0 0	80	39 14 8
137	Cheshunt, Dewhurst's Charity - N.			
137	Cheshunt (Vicarage), Girls 3	- - -	51	20 17 4
137	Cheshunt (Vicarage), Infants - N. 3	- - - -	59	24 18 4
146	Chipperfield N. 1	50 10 0	51	23 6 8
141	Clothall - Ch. 3	163 0 0	36	19 14 10
141	Codicote - N. 10	920 0 0	159	105 13 8
			20	7 8 4
136	Colney, St. Peter's - N. 10	- - -	84	35 18 2
144	Colney Street (Frogmore) Ch. 1	- - -	38	16 7 6
143	‡Cromer Hyde N.			
142	Datchworth N. 10	- - -	59	24 3 10
146	Flamstead, Mixed - Ch. 4	- - -	52	28 11 3
146	Flaunden, Mixed - Ch. 10	- - -	33	14 2 5
146	Frogmoor End Ch. 2	539 14 0	136	70 5 0
139	Furneaux-Pelham - N. 3	75 0 0	60	29 0 4
146	Gaddesden, Great - N.	181 16 0		
139	Hadham, Little - N. 4	- - -	79	36 9 8
139	Hadham, Little - B.	*40 0 0		
144	Harpenden - N. 4	- - -	91	46 13 6
144	Harpenden, Boys and Girls - - B. 3	116 1 6	117	70 14 8
144	Harpenden, Infants - B. 3	- - -	61	23 11 2
143	Hatfield (Bishop's) N. 10	- - -	241	108 6 6
			42	10 5 0
146	Hemel Hemp-stead, Boys Ch. 2	843 10 0	63	21 16 4
146	Hemel Hemp-stead, Girls N.			
146	Hemel Hemp-stead, Inf. - Ch. 2	- - -	74	38 0 0
146	Hemel Hemp-stead - B. 2	*150 0 0	77	40 4 11
142	Hertford, Abel Smith's Memorial - N. 7	512 0 0	83	32 1 4
142	Hertford, All Saints', Girls, Industrial - N.	40 0 0		
142	Hertford, All Saints', In-fants - - N. 6	85 3 0	94	34 11 10
142	Hertford - B. 3	250 6 3	118	57 6 10
142	Hertford (Cow-per's Testi-monial) - Ch. 7	84 0 0	64	14 3 8
142	Hertford, Green Coat, En-dowed - 6	- - -	46	c
142	Hertford Heath N. 4	*75 0 0		
	"	41 12 0	67	24 3 0
142	Hertford, St. " Andrew's - N. d			
142	Hertingford-bury - - Ch.			
138	High Cross, Boys - - N. 7	- - -	40	17 16 9
			24	6 15 0
139	High Wych N. 4	- - -	103	47 15 6
141	Hitchin - B. 5	*175 0 0	142	37 18 11
	"	200 0 0	48	11 3 7
141	Hitchin, Girls and Infants B. 5	1,055 0 0	156	66 9 6
141	Hitchin, St. Andrew's - N.	300 0 0		
141	Hitchin, St. Mary's - N. 4	1,540 0 0	289	170 16 8
			26	9 13 4
139	Hockerill, Boys - - N. 4	- - -	50	36 0 0
138	Hoddesdon - N. 3	180 0 0	32	10 10 0
			15	3 5 10
138	Hoddesdon, Boys - - B. 3	- - -	41	24 2 11
138	Hoddesdon, Girls and Infants - 3	- - -	67	30 0 2
138	Hoddesdon, Easter Jones' Charity - Ch.	279 0 0		
140	Hormead, Great - - N.	100 0 0		

a Retiring pension.
b Due, but not paid.
c Refused under Article 52 *d*.
d School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	HERTFORD—*cont.*	£ s. d.		£ s. d.
138	Hunsden - Ch.			
141	Ickleford - N. 4	*50 0 0		
	" - "	201 0 0	79	14 5 0
141	Ippolyt's, St. N. 4	137 15 0	62	28 14 0
140	Kelshall - Ch. *a*			
184	Kensworth - N. 6	150 0 0	54	36 14 8
			10	2 5 0
141	Kimpton - P. 4	540 0 0	91	62 8 0
146	Kings-Langley - - N. 2	*66 0 0		
	" - "	127 0 0	123	60 15 6
145	Leavesden - N. 2	40 0 0	51	26 4 2
146	Leverstock Green - N. 2	- - -	68	37 11 0
143	Mimms, North N. 10	- - -	110	19 10 8
			b	20 0 0
139	Much Hadham - - N. 4	- - -	121	45 18 2
138	Munden, Great N.	75 0 0		
138	Munden, Little N. 7	- - -	58	34 15 0
143	Northaw - N. 10	124 0 0	83	41 4 10
147	Northchurch, Infants - N. *a*			
141	Pirton - - N.	129 3 10		
147	Potten End N. 1		*d*	
138	Puckeridge - Ch. 6	- - -	28	12 4 10
144	Redbourn, Mixed N. 2	199 0 0	81	41 1 10
145	Rickmansworth - N. 10	238 0 0	86	34 16 0
			22	5 0 0
140	Royston - N. 4	94 10 0	127	54 10 2
140	Royston - B. 3	75 0 0	68	22 16 9
140	Royston, Infants - - B. 3	- - -	67	30 14 4
140	Sandon - N.	*40 0 0		
	" - "	86 5 0		
145	Sarratt - N. 10	171 0 0	57	23 2 0
139	Sawbridgeworth N. 3	- - -	113	46 18 6
136	Shenley - N. 10	352 0 0	140	57 17 8
			30	9 15 0
141	Shephall - Ch. 4	- - -	33	14 1 3
138	Standon, Endowed - Ch. 7	- - -	26	2 17 5
			17	4 8 5
138	Stanstead Abbot's - Ch.			
144	Stephen's, St., and Frogmore - N. 2	- - -	60	28 10 8
141	Stevenage - N.	*92 0 0		
	" - "	87 0 0		
141	Stevenage, Infants - N. 3	- - -	73	38 7 0
140	Therfield - N. 3	128 0 0	70	31 7 3
136	Totteridge - N. 10	- - -	42	15 17 4
			14	3 15 0
147	Tring - - N. 1	182 0 0	95	39 5 0
138	Wadesmill, Infants - N. 6	- - -	48	19 7 6
141	Walden, St. Paul's - Ch.			
42	Walkern - N. 4	13 0 0	79	37 18 2
137	Waltham Cross P. 2	- - -	99	33 13 4
	HERTFORD—*cont.*	£ s. d.		£ s. d.
138	Ware - - N. 7	490 0 0	141	6 8 7
138	Ware - - B. 7	*75 0 0	73	37 7 8
138	Ware, Ch. Ch. N. 6	- - -	300	144 3 6
			61	14 14 2
145	Watford - N. 2	*60 0 0	132	44 19 4
	" - "	130 0 0	38	7 16 8
145	Watford Heath Ch. *c*	82 0 0		
145	Watford, Infants - 2	- - -	68	29 19 6
142	Watton - N. 3	- - -	115	54 3 2
143	Welwyn - N. 4	957 0 0	133	58 13 0
140	Westmill - N.			
141	Weston - N. 5	- - -	79	34 16 8
144	Wheathampstead - - N. 10	282 11 3	150	85 19 2
141	Willian - N.	65 0 0		
147	Wilstone Village - - Ch. 5	100 0 0	41	11 12 2
143	Woodhill - N. 10	350 0 0	69	43 1 2
138	Wormley - N. 2	- - -	71	32 17 2
141	Wymondley, Great - N. 4	60 0 0	35	20 18 6
	HUNTINGDON.			
178	Abbotsley - N. 3	42 0 0	67	39 1 10
176	Alconbury - N.	75 0 0		
175	Alwalton, Earl Fitzwilliam's *a*			
177	Bluntisham N.	47 0 0		
176	Brampton - Ch.			
177	Broughton - N.	60 0 0		
177	Bury - - N. 4	- - -	26	3 18 1
173	Bythorn - N. 1	204 0 0	31	8 14 6
178	Catworth, Great N.	42 0 0		
175	Chesterton-with-Haddon N. 5	- - -	25	3 17 8
177	Earith - - B. 3	100 0 0	125	31 12 0
178	Eynesbury - N. 3	- - -	79	27 9 0
			16	4 3 4
175	Farcet - - N. 5	136 4 6	64	27 11 11
177	Fen Stanton Ch. 3	144 0 0	87	39 16 10
175	Fletton, New B.	364 10 0		
176	Godmanchester (Girls and Infants) - N. 6	414 5 0	76	30 9 8
176	Godmanchester - - B. 7	- - -	97	47 14 2
185	Gransden, Great - N. 1	- - -	72	32 16 2
176	Hamerton - Ch.			
177	Hemingford Green - N. 3	- - -	80	46 5 5
177	Hemingford Grey - - N.			
175	Holme - - Ch.			
176	Huntingdon, Boys - - N. 3	32 0 0	91	46 14 0
176	Huntingdon, St. Germain St. - N. 6	- - -	44	19 5 6

a Removed from inspection.
c School closed.
b Retiring pension.
d Grant not claimed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	HUNTINGDON—*cont.*	£ s. d.		£ s. d.
176	Huntingdon St. Mary's (Girls and Infants) - N. 6	83 0 0	125	64 0 6
176	Huntingdon, Walden's, Charity - N. 6	- - -	46	*a*
177	Ives, St. - N. 5	394 0 0	157	73 0 2
			13	5 4 2
177	Ives, St. - B. 3	- - -	162	84 6 2
			14	5 0 0
178	Kimbolton - N. 7	- - -	62	25 6 8
			43	12 12 6
178	Neots, St. - B. *b*			
178	Neots, St., (Boys) Free Charity - N. 6	250 12 0		
178	Neots, St., (Girls and Infants) Free Charity N. 6	166 4 4	282 / 31	143 2 2 / 9 4 2
178	Neots, St. - W. 3	684 0 0	124	76 12 2
178	Offord Cluney N.	89 10 0		
175	Orton Longueville - Ch. 5	172 16 0	35	27 16 5
175	Orton Waterville - N.	63 0 0		
178	Paxton, Great - N. 10	- - -	55	31 4 6
176	Ramsey, Boys - Ch. 4	- - -	36	14 0 0
176	Ramsey, St. Mary's - Ch. 4	- - -	71	33 5 4
			9	2 7 6
176	Ramsey - W. 4	- - -	53	26 7 0
176	Raveley, Great St. Andrews N. 4	- - -	42	15 1 8
176	Ripton, King's N.	40 0 0		
176	Sawtrey - N.	92 0 0		
176	Sawtrey - W.			
176	Spaldwick - N.	60 0 0		
175	Stanground - N. 2	65 0 0	68	27 8 4
176	Steeple Gidding - - N.			
175	Stilton - N. 4	145 0 0	50	22 2 4
			17	6 5 10
176	Stukeley, Great N.	45 0 0		
174	Thurning - N.	26 10 0		
176	Upwood - N. 4	- - -	50	25 8 2
177	Warboys - N. 3	- - -	207	109 2 10
177	Warboys, Female - N. 3	- - -	30	13 8 1
173	Weston, Old N. 1	50 0 0	30	7 7 9
			10	0 12 6
177	Wistow - N.	50 0 0		
177	Woodhurst - N. 10	102 0 0	15	8 8 4
			16	5 8 4
177	Woodhurst - B. 4	- - -	63	29 15 2
176	Wood Walton Ch.	126 0 0		
175	Yaxley, Endowed - Ch.	128 0 0		
185	Yelling - Ch. 10	135 2 6	38	2 9 10

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	KENT.	£ s. d.		£ s. d.
64	Adisham - N. 5	88 17 6	39	18 13 6
63	Aldington - P. 3	- - -	71	28 2 6
72	Alkham - N. 7	- - -	44	22 15 4
61	Appledore and Ebony - N. 11	146 19 0	75	27 4 2
62	Ashford - N. 4	626 7 0	306	156 11 2
62	Ashford - B. 7	586 0 0	313	158 11 4
62	Ashford New Town (S.E. Rlwy.Co.'s) N. 6	- - -	376	224 12 10
57	Ashurst - N. 6	- - -	26	13 15 2
55	Aylesford - N. 2	- - -	98	53 10 0
55	Aylesford, Educational Society's - N. *c*	5 18 8		
55	Aylesford, Preston Hall, Infant - Ch. 2	- - -	49	19 3 0
68	Bapchild and Tonge - N. 1	137 12 6	88	26 15 3
64	Barham - N. 5	486 0 0	119	54 15 10
58	Barming - N. 3	315 0 0	76	33 6 2
			17	4 4 2
57	Basinghall, Infants - N. 6	- - -	206	94 16 6
58	Bearstead, United - N. 3	125 0 0	94	41 5 4
49	Beckenham N. 11	400 0 0	242	139 3 8
60	Benenden, Mixed - N. 4	303 0 0	78	40 8 0
62	Bethersden - N. 4	182 1 4	56	28 13 9
			11	3 14 2
50	Bexley - - N. 11	*160 0 0	80	34 19 1
	" - - "	70 0 0	*d*70	32 6 0
50	Bexley Heath N. 6	- - -	186	128 17 2
57	Bidborough N.	178 0 0		
61	Biddenden - N. 4	162 0 0	80	31 3 3
70	Birchington N.	129 5 0		
64	Bishopsbourne District - Ch. 5	- - -	45	29 4 3
36	Blackheath, All Saints' (Girls and Infants). - N. 11	- - -	71	33 17 6
			d 67	31 15 6
36	Blackheath Park - - N. 11	- - -	43	53 0 2
36	Blackheath Park, Charity, Girls - 11	- - -	69	30 15 6
35	Blackheath, St. John's Ch. 11	- - -	*d* 66	36 10 1
			75	29 15 7
68	Borden - N. 4	200 10 0	118	45 10 1
67	Boughton-under-Blean - N. 1	250 0 0	53	15 3 8
59	Boughton Malherbe - N.	100 0 0		
58	Boughton Monchelsea, Mixed - N. 3	114 0 0	74	36 17 0
			11	3 2 6
59	Boxley - N. 3	121 0 0	59	22 18 4
63	Brabourne - N. 4	102 0 0	63	8 19 5
56	Brasted - N. 12	370 0 0	89	49 16 10
			14	4 16 8
57	Brenchley - N. 3	236 10 0	167	93 3 0

a Refused under Article 52 *d*.
b School closed.
c Now amalgamated with Aylesford N. S.
d For two years.

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	KENT—*cont.*	£ s. d.		£ s. d.
74	Brenzett District - N. 11	100 0 0	70	34 16 7
57	Brightridge, Infant - 6	- - -	70	32 16 8
70	Broadstairs N. 4	*145 0 0	58	27 16 4
49	Bromley - N. 11	1,200 0 0	*a*	
49	Bromley Common - N. 11	202 0 0	39	17 13 4
54	Brompton - N. 5	446 5 0	171	93 19 1
54	Brompton, New - Ch. 5	- - -	313	173 11 9
54	Brompton, St. Michael's R. 5	- - -	54	28 9 2
72	Buckland (Dover) (1) N. *b*	81 0 0		
72	Buckland (Dover) (2) N. 7	705 0 0	200	113 8 8
36	Burrage Town (Plumstead) B. 1	- - -	166	74 3 4
65	Canterbury - B.	293 10 0		
65	Canterbury, Broad St., Model - N. 7	720 0 0	176	61 9 0
66	Canterbury St. Dunstan's N. 7	347 0 0	181	87 16 1
65	Canterbury, St. George the Martyr and St. Mary Magdalene N. 7	165 0 0	72	35 2 11
65	Canterbury, St. Mildred's N. 7	400 0 0	228	100 5 5
65	Canterbury, St. Martin's and St. Paul's N. 7	80 0 0	28	6 1 8
63	Challock - N. 5	81 0 0	128	72 9 6
62	Charing - N. 4	- - -	39	22 17 2
72	Charlton by Dover - N. 7	25 6 6	36	19 3 4
36	Charlton, St. Luke's (nr. Woolwich) N. 9	609 8 0	63	40 19 4
62	Chart, Great N. 4	72 0 0	292	142 2 8
59	Chart Sutton N. 3	- - -	53	23 12 0
54	Chatham - P. 5	740 0 0	46	19 17 10
54	Chatham, James Street - N. *c*		144	78 1 3
54	Chatham, St. Aloysius' - R. 5	- - -	75	42 5 10
54	Chatham, St. John's - N. 5	455 0 0	365	197 16 5
54	Chatham, St. John's, Infant - N.	249 0 0	20	4 2 6
54	Chatham, St. Paul's - N. 5	733 0 0	196	109 9 7
			11	3 16 8
			d 74	56 5 10
9	Chelsfield - Ch. 2	186 17 6	*d* 12	8 16 8
73	Cheriton and Newington N. 7	165 0 0	75	15 12 6
56	Chevening - N. 12	- - -	*b*	
56	Chiddingstone - N. 3	98 0 0	64	33 5 8
63	Chilham - N. 4	236 0 0	74	39 11 11
49	Chiselhurst - N. 11		*b*	
66	Chislet - N.	220 12 6		
52	Cliffe - - N. 2	200 0 0	84	46 3 6
60	Cranbrook - N. 3	416 0 0	164	86 10 6
60	Cranbrook, Milkhouse Street (Holy Trinity District), Sunday and Infant - - N.	96 0 0	10	2 15 0
49	Cray (Paul's) N.	*30 0 0		
49	Cray, St. Mary - - R. 4	- - -	35	18 18 1
50	Crayford - N. 11	285 0 0	228	103 4 10
			c 259	119 16 6
50	Crayford - R. 4	- - -	46	24 15 8
50	Crockenhill N. 2	229 10 0	65	37 10 9
56	Crockham - Ch. 7	- - -	63	43 6 0
			10	3 6 8
49	Cudham - N. 11	101 5 0	*b*	
52	Cuxton - N.	130 6 8		
50	Dartford - N. 11	- - -	*b*	
50	Dartford, Infants - 11	- - -	151	76 18 0
50	Dartford, Boys - W. 4	- - -	100	57 4 0
50	Dartford, Waterside - W. 4	- - -	80	45 19 6
71	Deal - - P. 5	422 16 8	219	87 17 9
			34	8 13 4
71	Deal, Infant - - N. *d*			
71	Deal, St. George's District - N. 5	- - -	138	55 9 0
71	Deal - - W. 4	673 4 0	148	71 5 0
35	Deptford, Mary Ann's Buildings - W. 3	- - -	117	52 13 4
35	Deptford, New Street B.	110 0 0		
35	Deptford - R.			
35	Deptford, St. John's - N. 12	1,599 14 0	—	*e* 7 10 0
35	Deptford, St. Nicholas' - N.	*50 0 0		
		20 0 0		
35	Deptford, St. Paul's - N. 12	683 19 6	—	*e*
59	Detling - N. 3	163 4 0	30	6 17 6
55	Ditton - Ch.			
72	Dover - - B. 7	*437 0 0		
	" - - "	54 15 0	204	129 4 0
72	Dover, East Cliff - - N.			
72	Dover, Home for Young Women.			
72	Dover, Holy Trinity District - N. 7	190 15 5	195	78 18 4
72	Dover - R. 5	- - -	34	23 7 0
72	Dover, St. James' - N. 7	- - -	223	95 4 6

a Due, but not paid. *b* School sold. *c* School no longer exists. *d* For two years.
e Amalgamated with Deal, St. George's District, N. *f* School closed.
g Due, but not paid; 7*l.* 10*s.* paid under Art. 90[1] (1).

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	KENT—*cont.*	£ s. d.		£ s. d.
49	Downe - - N.			
67	Dunkirk - N. 1	116 13 4	93	37 18 8
			66	40 14 4
74	Dymchurch N. 11	226 11 3	15	4 7 6
69	Eastchurch District - N. 2	- - -	64	16 9 8
			122	48 13 10
71	Eastry - N. 5	333 0 0	7	2 5 10
56	Edenbridge - N. 12	200 0 0	95	53 3 6
56	Edenbridge - B. 7	- - -	88	43 13 10
62	Egerton, St. James' - N. 4	134 12 0	82	43 18 8
			25	9 19 2
73	Elham - - N. 5	60 0 0	85	42 7 0
73	Elham - - B. *a*			
73	Elham - - W. 7	- - -	90	60 11 4
36	Eltham - N. 10	176 15 0		*b*7 10 0
50	Erith - - N. 2	144 0 0	70	22 0 5
50	Eynsford - N. 2	*70 0 0	67	35 2 6
			11	2 19 2
50	Eynsford - B. 4	- - -	42	19 10 8
58	Farleigh, East N. 3	*34 0 0	113	58 0 0
	" " "	265 0 0		
58	Farleigh, West - - N. 3	- - -	34	15 8 8
			14	4 16 8
67	Faversham District - N. 4	- - -	777	370 18 9
			27	7 19 2
67	Faversham - B. 7	- - -	153	90 8 6
50	Fawkham, Hartley, and Longfield - N.	35 0 0		
73	Folkestone - B. 7	261 12 8	248	106 6 9
73	Folkestone, Ch. Ch. - N. 7	94 0 0	178	63 1 4
73	Folkestone, St. Mary and St. Eanswith - N. 7	561 7 6	279	118 14 8
56	Fordcombe Ch. 3	- - -	37	17 6 4
36	Forest Hill, Ch. Ch. - N. 11	916 0 0	178	67 2 1
60	Frittenden - N. 3	65 0 0	72	46 2 4
70	Garlinge, St. James' - N. 4	169 0 0	58	33 13 0
			25	9 12 6
54	Gillingham - N. 1	- - -	57	24 2 0
56	Godden Green District - N. 12			
63	Godmersham N. 4	- - -	43	23 3 6
71	Goodnestone N. 6	- - -	54	27 8 0
53	Graine (Isle of), St. James' - N. 2	- - -	43	16 19 0
51	Gravesend and Milton N. 2	*490 0 0	142	66 16 0
	" "	100 0 0		
51	Gravesend and Milton, Infants - N. 2	- - -	81	37 10 5
51	Gravesend, Princes St. Chapel - B. 4	- - -	210	140 3 0
51	Gravesend and Milton, Peacock Street - B. 4	- - -	133	69 10 6
51	Gravesend, St. George's and St. James' Infant - - N. 2	200 0 0	100	39 18 5
50	Greenhithe, Galley Hill B. 4	- - -	177	85 7 10
49	Green Street Green - Ch. 2	42 10 0	50	29 6 7
			13	4 17 6
35	Greenwich - N.	*83 0 0		
35	Greenwich, Central or West, Infants 10	- - -	100	35 9 4
35	Greenwich and Deptford Female Home.			
35	Greenwich, East Branch N. 10	200 0 0	131	*c*
35	Greenwich, Roan's Charity (East Branch), Grey Coat.			
35	Greenwich, Roan's Charity (West Branch), Grey Coat - 10	- - -	176	*c*
35	Greenwich, George St. W. 1	- - -	96	39 17 10
35	Greenwich - U.			
35	Greenwich Reformatory.			
35	Greenwich, St. Ann's Croom's Hill Industrial - R.			
35	Greenwich, St. Peter's N. 10	- - -	356	*135* 6 5
35	Greenwich, Holy Trinity, Maidenstone Hill - - N. 10	693 0 0	340	150 11 5
57	Groombridge N. 5	221 10 0	47	25 14 0
57	Hadlow - N. 3	437 0 0	164	62 18 11
63	Hamstreet - B. 7	- - -	55	28 14 2
			15	5 2 6
64	Harbledown N.	111 10 0		
64	Hardres, Lower N.	38 0 0		
59	Harrietsham Ch.	90 0 0		
60	Hawkhurst - N. 1	82 19 0	135	72 0 0
			67	30 18 9
49	Hayes - - N. 11	- - -	*d*69	32 16 4
			7	2 2 6
59	‡Headcorn - N.			
66	Herne - - N. 4	260 15 0	85	33 13 7
			23	6 4 2
66	Herne Bay - Ch. 4	- - -	144	62 7 3
			12	3 1 8
52	Higham - N. 2	174 0 0	83	40 1 0
57	Hildenborough N. 12	126 0 0		*e*
53	Hoo - - N.	*75 0 0		
50	Horton Kirby N.	170 0 0		
72	Hougham Ch. - - N. 7	300 0 0	152	79 19 8

a Merged into Elham Wesleyan School.
b Due, but not paid; 7*l.* 10*s.* paid under Art. 90[1] (1).
c Refused under Article 52 *d*.
d For two years.
e Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
73	Hythe - - N. 7	400 0 0	253	106 7 8
64	Ickham - Ch. 4	- - -	61	26 0 0
56	Ide Hill - Ch. 12	- - -	63	30 17 8
55	Ightham - N. 3	- - -	10	3 5 0
49	Keston - N. 4	212 8 0	62	22 3 6
72	Kingsdown - P. 7	17 18 11	50	28 3 1
62	Kingsnorth - N. 4	102 2 6	2	0 5 0
49	Knockholt - N.	362 0 0	59	26 2 8
80	Lamberhurst N.	*59 0 0	41	26 14 5
55	Larkfield - N. 3	197 0 0	129	75 3 10
70	Lawrence, St., (Ramsgate) N. 4	58 0 0	86	42 15 8
70	Lawrence, St., Trinity - Ch. 4	446 0 0	123	61 16 6
36	Lee - - N. 11	- - -		*a*
36	Lee Boys - B. 1	- - -	56	35 17 4
36	Lee Chapel, Girls - - B. 1	- - -	45	15 14 5
59	Leeds - - N.			
59	Lenham - N. 3	105 0 0	69	26 13 6
36	Lewisham, Avenue Road - W. 3	- - -	37	21 17 8
36	Lewisham Bridge - B. 1	- - -	150	69 2 8
35	Lewisham Road - B. 3	- - -	118	54 13 2
36	Lewisham, St. Mary's - N. 10	700 0 0	223	100 5 8
58	Loose - - N. 3	96 0 0	114	68 0 0
54	Luton (near Chatham) - N. 1	260 0 0	143	70 14 0
74	Lydd - - N. 11	200 0 0	14	7 3 4
73	Lyminge, Endowed - N. 5	136 0 0	92	62 19 9
58	Maidstone, All Saints' - N. 6	684 2 6	36	22 3 6
58	Maidstone Heath - N. 6	177 15 0	358	180 9 6
58	Maidstone - U.		22	7 16 8
58	Maidstone, St. Faith's N. 6	- - -	46	19 7 8
58	Maidstone, St. Mary's - R. 5	- - -	108	29 6 6
58	Maidstone, St. Paul's - N. 6	741 14 6	41	13 10 10
58	Maidstone, St. Peter's - N. 6	428 12 6	37	24 9 0
58	Maidstone, St. Philip's N. 6	339 5 0	318	165 4 6
58	Maidstone, Trinity (Model) N. 6	480 0 0	12	4 0 0
55	Malling, East N.	187 10 0	202	86 16 4
55	Malling, West, Endowed, Boys and Girls - N. 3	272 6 8	33	14 12 6
58	Marden - N. 2	553 0 0	120	59 8 0
72	Margaret, St. (at Cliffe) - N.	40 0 0	223	111 15 2
54	Margaret, St. (next Rochester) - N. 5	537 7 6	109	48 0 8
70	Margate - B. 4	596 0 0	139	48 11 8
			20	4 18 4
			95	24 18 6
			12	2 6 8
			218	130 12 10
			171	80 5 6

a Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
70	Margate, St. John's - N. 4	475 0 0	255	112 0 10
70	Margate, Holy Trinity - N. 4	275 0 0	34	12 15 0
52	Meopham - N. 2	169 0 0	233	105 16 0
51	Milton, Ch. Ch. - - N. 2	- - -	69	30 0 4
68	Milton (nr. Sittingbourne) N. 1	300 0 0	7	1 17 6
70	Minster - N. 4	395 0 0	142	53 19 2
70	Monkton - N.		38	0 17 6
68	Murston - N. 1	- - -	118	43 18 4
58	Nettlestead - N. 3	156 10 0	45	4 17 5
74	Newchurch - N.	40 0 0	68	34 5 8
68	Newington - N. 1	105 0 0		
70	Nicholas, St. at-Wade - N.	100 16 5	77	19 19 0
71	Northbourne, St. Augustine's - N. 5	145 10 0	98	39 14 9
52	Northfleet - N. 2	*115 0 0	135	46 9 11
	" - "	25 0 0		
67	Ospringe, Mixed - N. 1	- - -	84	13 8 0
57	Paddock Wood N. 3	147 4 0	82	45 3 8
64	Patrixbourne and Bridge N.	120 0 0		
55	Peckham, East - - N. 3	391 15 0	121	55 15 6
55	Peckham, East, Infant and Juvenile - 3	- - -	49	21 16 2
55	Peckham, West and Oxen Hoth- P. 3	- - -	46	20 8 2
57	Pembury - B. 7	- - -	48	26 8 6
56	Penshurst - N. 3	- - -	104	52 13 2
64	Petham - N.	70 0 0		
49	Plaistow, St. Mary's - Ch. 11	- - -	70	29 1 10
55	Platt, St. Mary N. 3	169 0 0	105	34 16 0
55	Plaxtol - N. 3	171 0 0	111	46 11 10
62	Pluckley - N. 4	102 7 3	12	3 6 8
36	Plumstead, Burrage Rd., Infants - 10	150 0 0	70	46 0 6
36	Plumstead, Central - Ch. 10	1,985 0 0	143	68 9 9
36	Plumstead, Central, East Plumstead Branch - Ch.		529	232 17 4
36	Plumstead, East, Endowed - N. *b*			
36	Plumstead Slade - Ch.	184 10 0		
36	‡Plumstead, West, St. James' - N.			
71	Preston - N.	*25 0 0		
69	Queenboro' - N.	152 0 0		
68	Rainham - N. 1	217 0 0	177	44 7 5

b Merged into Plumstead Central N.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	KENT—*cont.*	£ s. d.		£ s. d.
70	Ramsgate, Ch. Ch. - N. 4	506 0 0	226	105 19 6
70	Ramsgate, Newcastle Hill, Infants.			
70	Ramsgate, St. Augustine's R. 5	- - -	39	17 10 2
70	Ramsgate, St. George's - N. 4	188 15 0	309	163 9 4
54	Rochester, St. Nicholas' - N. 5	680 0 0	236	139 0 1
54	Rochester, St. Peter's, Boys, Girls, and Infants - - N. 5	- - -	213	132 15 1
54	Rochester, St. Peter's, 2nd Infant - N. 5	- - -	68	39 19 7
61	Rolvenden - N. 4	*100 0 0	49	22 18 8
74	Romney, New N. 11	126 10 0	129	106 18 8
52	Rosherville, St. Mark's - N. 2	- - -	117	54 1 0
			10	2 3 4
57	Rusthall - N. 6	- - -	171	96 7 10
			32	10 18 4
73	Saltwood - N. 7	88 5 6	87	43 16 6
73	Sandgate - N. 7	275 0 0	146	71 13 8
60	Sandhurst - Ch. 1	- - -	87	50 19 6
56	Seal - - N. 12	166 5 0	56	22 10 0
73	Sellindge - N. 3	- - -	71	29 14 9
56	Sevenoaks, St. John's - N. 12	- - -		*a*
62	Shadoxhurst N.	30 0 0		
69	Sheerness - B.	*275 0 0		
69	Sheerness, Trinity - N. 5	*250 0 0	364	139 18 3
	,,	66 9 9		
67	Sheldwich, The Leys, United N. 4	- - -	93	37 13 10
55	Shipbourne - N. 3	210 0 0	40	14 8 5
36	Shooter's Hill N. 10	200 0 0	44	18 5 10
56	Shoreham - P. 12	- - -		*a*
60	Sissinghurst, Infants and N.			
60	Sissinghurst (Lady de Spaen's) - N.			
60	Sissinghurst (Mrs. H. Cleaver's) N. 3	- - -	42	19 12 0
68	Sittingbourne N. 1	230 0 0	171	56 18 8
62	Smarden, Dadson's, Free -	320 0 0		
55	Snodland - N. 2	277 8 9	132	48 5 11
57	Southborough N. 6	320 0 0	165	81 4 2
50	‡Southfleet, Endowed - N.			
57	Speldhurst - N. 3	462 0 0	119	73 0 6
			9	3 15 10
73	Standford - N.	25 0 0		
71	Staple - - N. 5	84 0 0	38	18 2 5
66	Stephen's, St. (near Canterbury) - N. 6	120 0 0	93	32 12 0
59	Stockbury - N.	50 10 0		
53	Stoke, St. George - R. 5	- - -	18	9 7 3
73	Stowting - N.	55 0 0		
52	Strood - - N. 5	252 0 0	243	145 18 5
66	Sturry - - N.	60 0 0		
56	Sundridge - N. 12	175 8 9	52	18 16 2
			19	1 5 0
50	Sutton-at-Hone - - N. 2	364 0 0	48	28 14 10
59	Sutton Valence, United N. 3	42 0 0	85	41 17 4
			10	1 5 0
59	Sutton Valence - - B. 4	- - -	49	36 15 0
50	Swanley, St. Paul's (Sutton-at-Hone) N. 2	- - -	67	32 7 8
50	Swanscombe and Stone - N.	70 0 0		
73	Swingfield Minnis - N.	150 0 0		
36	Sydenham - N. 10	*35 0 0	*b* 210	80 16 2
			220	82 15 11
36	Sydenham, Lower, Bell Green, Inft. - 10	- - -	*b* 56	14 18 10
			57	24 17 6
36	Sydenham - W. 1	- - -	48	21 8 2
61	Tenterden - N. 4	443 0 0	159	73 14 2
			19	5 2 6
61	Tenterden - B. 7	- - -	127	67 18 0
61	Tenterden, St. Michael's - Ch. 4	178 10 0	62	33 11 4
58	Teston - - N. 3	- - -	62	36 0 4
70	Thanet, St. Peter's - N. 4	155 0 0	86	30 16 0
71	Tilmanstone Ch. 6	- - -	35	14 2 0
58	Tovil, St. Stephen's - N. 3	153 0 0	40	13 17 8
55	Trottersciffe N.	104 0 0		
57	Tunbridge, St. Stephen's - N. 6	583 0 0	193	96 9 4
			45	12 2 6
57	Tunbridge, St. Stephen's, Infant - N. 6	- - -	88	37 19 0
57	Tunbridge Wells, Free Chapel - 6	40 0 0	129	74 17 4
57	Tunbridge Wells, Girls and Infants - - N. 6	- - -	86	44 17 1
57	Tunbridge Wells, Grosvenor United - 7	- - -	86	54 12 2
57	Tunbridge Wells, Royal Victoria 6	- - -	134	79 14 8
57	Tunbridge Wells, St. Augustine's R. 5	- - -	22	3 14 9
57	Tunbridge Wells, St. James - N. 6	- - -	149	73 1 0
			29	9 9 3
57	Tunbridge Wells, St. John's - Ch. 6	281 8 0	155	92 7 0
			16	4 18 4
57	Tunbridge Wells, Trinity - N. 6	- - -	127	75 0 0
57	Tunbridge Wells, Trinity, Middle N. *c*			

a Due, but not paid. *b* For two years. *c* Removed from inspection.

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	KENT—*cont.*	£ s. d.		£ s. d.
57	Tunbridge Wells, Windmill Fields Ch. 6	- - -	68	34 2 6
57	Tunbridge - W. 7	- - -	93	56 10 2
68	Upchurch - N.	54 0 0		
71	Walmer and Ringwould N. 5	*106 0 0	107	38 16 1
	" " - "	760 0 0		
64	Waltham - N.			
55	WateringburyN. 3	- - -	127	74 9 9
56	Weald, Sevenoaks - - P. 12	- - -	85	37 16 0
			a 52	24 8 0
56	Westerham N. 12	322 0 0	116	72 6 0
			27	6 15 10
66	Whitstable and Seasalter, Charity - N. 11	- - -	294	135 11 3
63	WillesboroughN. 4	67 0 0	78	40 10 10
50	Wilmington Ch. 2	174 17 6	68	18 18 0
			12	3 5 0
71	Wingham - N. 6	- - -	78	35 17 0
61	Woodchurch N. 4	90 6 3	104	48 15 4
			14	4 13 4
71	Woodnesborough - N. 5	95 0 0	52	20 11 1
35	Woolwich - N. 9	289 0 0	*b*	11 5 0
35	Woolwich, North - Ch. 7	- - -	135	34 13 1
35	Woolwich, Power St. - B.	*225 0 0		
35	Woolwich Pres. 1	1,400 0 0	355	184 6 2
36	Woolwich, Royal Arsenal 10	- - -	131	*c*
35	Woolwich, St. Peter's - R. 5	758 0 0	382	201 16 4
35	Woolwich, St. Thomas' N. 9	1,436 0 0	316	141 15 8
			19	5 2 6
35	Woolwich, Western District - - Ch. 9	- - -	109	42 7 2
71	Worth - Ch.			
55	Wrotham - N. 3	100 0 0	69	22 11 9
63	Wye, Lady Joanna Thornhill's.			
58	Yalding - N. 2	474 6 0	121	46 15 7
			38	10 5 0
58	Yalding, St. Margaret's N. 2	144 0 0	35	*c*
	LANCASHIRE.			
474	Abney, Mossley Brow - B. 10	- - -	252	139 4 2
477	Accrington, Ch. Ch. - N. 3	683 0 0	136	84 2 8
			31	13 2 6
477	Accrington, New Jerusalem - B. 3	- - -	325	205 10 10
			61	20 12 6
477	Accrington, St. James' - N. 3	91 0 0	418	234 4 4
477	Accrington, St. James', Infants - N. 3	208 0 0	84	24 0 0
480	Accrington, St. Oswald's R. 3	- - -	144	85 1 6
			73	18 14 2
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
477	Accrington (Union Street) - W. 5	- - -	337	194 3 4
			70	28 5 0
481	Adlington - Ch. 2	354 3 11	105	38 15 10
			30	9 15 0
484	Admarsh - N.	*28 0 0		
462	Aigburth - N. 10	333 0 0	205	113 0 0
			17	5 9 2
			86	40 2 0
469	Ainsworth - N. 6	*150 0 0	17	4 19 2
486	Aldingham - Ch.			
482	Alstone Lane R. 5	- - -	60	33 16 10
464	Altcar - - N. 3	- - -	45	17 1 10
478	Altham - N. 3	- - -	42	18 18 9
			6	2 1 3
477	Antley - W. 5	- - -	162	75 18 0
			36	13 15 0
463	Appleton - R. 5	- - -	104	54 11 6
471	Ardwick, Bank Meadow - - W. 11	- - -	77	25 19 7
471	Ardwick, Chancery Lane - W. 6	- - -	434	227 10 0
471	Ardwick, Pin Mill - - B.			
471	Ardwick, St. Aloysius' - R.			
471	Ardwick, St. Thomas' - N. 12	- - -	442	206 0 0
465	Ashton in Makerfield R. 5	- - -	220	111 7 10
482	Ashton (on Ribble) - Ch. 10	- - -	66	42 3 0
465	Ashton-le-Willows, Rectory Ch. 6	110 0 0	165	74 0 10
465	Ashton, St. Thomas' (in Makerfield) N. 6	250 0 0	169	76 7 4
			13	4 19 2
474	Ashton-under-Lyne, Ch. Ch. (Charlestown) - N. 10	845 10 0	143	65 3 10
474	Ashton-under-Lyne - - P. 10	850 0 0	367	182 5 6
474	Ashton-under-Lyne, St. Ann's - R. 6	- - -	315	146 3 11
474	Ashton-under-Lyne, St. James' - N. 10	- - -	102	33 10 0
474	Ashton-under-Lyne, St. Peter's - N. 10	*300 0 0	326	174 5 4
	" " - "	60 0 0		
465	Aspull - " - R. 4	- - -	52	28 19 6
465	Aspull - - W. 5	- - -	117	53 7 6
467	Astley - - N. 2	303 0 0	187	94 18 4
468	Astley Bridge Ch. 4	984 0 0	185	90 16 10
			14	3 11 8
468	Astley Bridge (Bolton) Bapt. 11	- - -	84	33 10 8
467	Atherton - N. 2	691 6 6	219	105 16 8
			37	11 9 2
467	Atherton, Chanters - Ch. 2	- - -	50	29 13 2

a For two years. *b* Due, but not paid; 11*l.* 5*s.* paid under Art. 90[1] (1). *c* No grant claimed.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
474	Audenshaw, Mixed - N. 10	550 0 0	199	124 7 2
474	Audenshaw - B. 6	- - -	161	86 1 0
			54	15 16 8
464	Aughton - P. 2	- - -	62	33 11 10
477	Bacup, Ch. Ch. - - N. 3	584 14 0	181	117 8 0
			74	29 15 1
477	Bacup, Mechanics' Institute 2	- - -	153	71 9 0
			82	21 5 0
477	Bacup, St. John's - N.			
477	Bacup, St. Mary's - R. 3	- - -	152	63 5 7
			124	38 16 8
477	Bacup - - W. 3	962 0 0	286	187 10 6
477	Bacup, Wesley Place - - W. 6	- - -	133	90 19 2
			25	10 19 2
476	Balderstone, St. Mary's (Rochdale) - N. 6	- - -	382	231 8 5
			78	29 16 8
469	Bamford - Ch. 2	- - -	61	40 13 8
			15	6 9 2
471	Bank Meadow B.	300 0 0		
486	Bardsea - Ch.			
474	Bardsley - N. 5	397 0 0	125	67 19 2
			11	3 17 6
486	Barrow-in-Furness, Dalton Road - W. 9	- - -	203	60 10 8
486	Barrow-in-Furness - N. 6	- - -	380	194 1 2
486	Barrow-in-Furness, St. James' - N. 7	- - -	325	113 17 4
			19	2 7 6
478	Barrowford - N.	231 15 0		
470	Barton-upon-Irwell - N. 10	270 0 0	109	50 0 4
470	Barton-upon-Irwell, All Saints' - R. 11			*a*
470	Barton-upon-Irwell - W. 3	- - -	56	24 17 8
			88	45 18 6
477	Baxenden - N. 3	- - -	38	12 0 0
			78	49 0 0
477	Baxenden - W. 5	- - -	20	8 6 8
467	Bedford in Leigh - N. 10	200 0 0	71	33 1 2
476	Belfield (Messrs. Benecke's) N.			
469	Besses o'th' Barn - 1	- - -	107	57 13 6
464	Bickerstaffe N. 2	200 0 0	229	119 15 0
			22	7 10 0
465	Billinge - N.	56 10 0		
469	Birch, St. Mary's (in Middleton) N. 3	*121 0 0	70	39 10 4
465	Birchley - R. 5	775 0 0	117	67 19 0
			20	7 10 0
464	Birkdale - Ch. 9	- - -	86	40 12 4
			31	8 17 6
483	Bispham, Parish Church *b*	30 0 0		
480	Blackburn, Chapel Street Congregational 5	- - -	114	27 4 0
480	Blackburn, Mill Hill, Independent - 4	- - -	127	52 14 0
			18	7 18 4
480	Blackburn (NovaScotia) B.	*150 0 0		
480	Blackburn, St. Alban's, Boys - - R. 3	- - -	160	100 0 0
			56	23 15 0
480	Blackburn, St. Alban's, (Girls and Infants) - R. 3	- - -	373	147 6 11
			101	30 14 8
480	Blackburn, St. Anne's, Boys - - R. 3	- - -	159	72 1 4
			139	40 15 10
480	Blackburn, St. Anne's, (Girls and Infants) - R. 3	- - -	399	155 9 5
			100	33 1 5
480	Blackburn, St. John's - N. 11	800 0 0	*d* 710	368 4 2
			d 738	420 17 6
480	Blackburn, St. Luke's - N. 12	740 0 0	381	196 2 10
			63	22 4 2
480	Blackburn, St. Michael's - N. 1	304 6 8	293	158 13 8
			31	11 2 6
480	Blackburn, St. Paul's - Ch. 1	1,207 0 0	325	165 6 0
480	Blackburn, St. Peter's - N. 12	- - -	276	143 9 0
			31	9 0 10
480	Blackburn, St. Peter Street - W. 5	670 0 0	226	136 16 5
			30	10 10 3
480	Blackburn, St. Thomas N. 12	300 0 0	511	290 2 9
			113	46 9 7
480	Blackburn, Trinity - N. 12	418 0 0	403	221 5 8
			42	13 0 11
478	Blackley - Ch. 2	197 0 0	182	41 10 7
478	Blackley, Barnes Green - Ch. 2	202 0 0	89	42 13 6
473	Blackley, St. Andrew's - N. 2	174 0 0	69	34 14 8
483	Blackpool, Boys - - N. 5	- - -	177	95 11 2
			19	6 17 6
483	Blackpool, Girls - - N.			
483	Blackpool, St. John's, Infants - - Ch. 5	367 0 0	111	44 8 1
483	Blackpool - W. *c*			
465	Blackrod - N. 2	528 0 0	175	82 11 0
465	Blackrod, Scot Lane End - - Ch.	118 0 0		
468	Bolton - le-Moors - B. 4	*250 0 0	196	114 19 3
468	Bolton - le-Moors, Bridge Street - W. 9	311 0 0	423	194 11 8
468	Bolton - le-Moors, Ch. Ch. - - N. 3	561 0 0	250	114 10 6
468	Bolton - le-Moors (Emmanuel District) - N. 2	671 17 1	364	235 7 10
			26	7 6 8

a Due, but not paid. *b* Removed from inspection. *c* School not existing. *d* For two years.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
468	Bolton - le-Moors (Fletcher St.) - W. 4	- - -	291	165 7 4
468	Bolton - le-Moors, Girls P. 3	- - -	234	124 11 10
468	Bolton - le-Moors, Industrial Ragged.			
468	Bolton - le-Moors, St. James' - N. 2	- - -	335 127	154 14 6 46 15 10
468	Bolton - le-Moors, St. Mark's - N. 3	1,737 0 0	363 43	199 11 0 14 15 7
468	Bolton - le-Moors, St. Mary's - R.			
468	Bolton - le-Moors, St. Peter's and St. Paul's - R. 11	622 0 0	*a*	
468	Bolton, Trinity, Branch 3	- - -	67	13 10 2
468	Bolton - le-Moors, Holy Trinity (Trinity Street) N. 3	*240 0 0 365 0 0	434 34	226 6 4 9 13 4
485	Bolton - le-Sands, Industrial - N.	65 16 0		
468	Bolton, Little, All Saints' - N. 3	760 0 0	387 97	209 15 6 48 2 6
468	Bolton, Little, St. George's N. 3	530 0 0	322 30	168 14 8 11 3 4
462	Bootle - - N. 4	*200 0 0	312	140 6 6
462	Bootle, Ch. Ch. - - N. 4	- - -	198 23	97 10 2 2 17 6
462	Bootle, St. James - R. 3	- - -	83	26 4 6
462	Bootle, St. John's - N. 5	645 14 4	244	35 17 7
473	Bradford-cum-Beswick - Ch. 3	691 5 0	350 59	175 9 6 22 12 6
486	Brathay District - - N. 5	- - -	30	14 14 6
481	Bretherton, Free Endowed - Ch.	126 0 0		
478	Briercliffe, St. James' - N. 3	492 0 0	114 154 28	61 16 6 96 2 3 10 19 3
478	Brierfield - N. 3	247 0 0		
481	Brindle - P. 1	- - -	49	23 3 8
472	Brindle Heath N. 10	335 8 2	304	134 7 0
481	Brindle - R. *b*			
486	Broughton-in-Furness - Ch.			
472	Broughton, Lower Duke Street - N. 3	913 0 0	118	69 14 10
472	Broughton, St. John's - N.			
482	Brownedge, St. Mary's - R. *c*			
469	Buckhurst - N. 6	*112 0 0 168 0 0	43	29 19 6
476	Buckley Factory - - 6	- - -	76	41 3 8
476	Buersill and Lower Place, Girls and Infants - N. *d*	301 0 0		
471	Burnage - N.	337 0 0		
478	Burnley - N. 2			
478	Burnley, St. Peter's (Pick-up Croft), Infants - N. 2	*100 0 0 299 0 0	308 123	150 13 4 41 7 6
478	Burnley, Fulledge - - W. 5	- - -	360 92	196 1 2 33 3 4
478	Burnley, Fulledge Meadow School of Hope. *e*			
478	Burnley Lane N.	320 0 0		
478	Burnley Lane Head - - N. 3	50 0 0	102 12	52 10 6 4 5 0
478	Burnley, St. Aloysius' - R. 3	- - -	70 34	35 9 4 12 6 8
478	Burnley, St. Andrew's - N. 2	- - -	188 38	93 0 0 18 6 8
478	Burnley, St. James' - N. 3	*260 0 0 277 0 0	251 59	145 19 2 18 2 6
478	Burnley, St. Mary's - R. 3	- - -	254 81	98 5 6 28 19 2
478	Burnley, St. Paul's (Lanebridge) - N. 3	568 0 0	333 79	176 11 5 28 10 11
478	Burnley, Salem Chapel, Congregational - 5	- - -	97	18 10 0
478	Burnley - W. 9	807 0 0	526	310 3 0
464	Burscough - R. 9	- - -	40	19 14 0
469	Bury, Bank Street - B. 7	- - -	162	69 6 10
469	Bury, Central N. 7	- - -	223	65 15 8
469	Bury (Clerke Street) - W. 9	- - -	339	183 18 0
469	Bury, Industrial and Reformatory.			
469	‡Bury, Ragged.			
469	Bury, Rochdale Road, Christian - Ch. 11	- - -	61	25 6 1
469	Bury, St. John's - N. 7	370 0 0	351 42	166 19 4 18 18 4
469	Bury, St. Mary's - R. 11	- - -	— *a*	
469	Bury, St. Paul's - N. 7	150 0 0	207 27	115 11 0 10 12 6
469	Bury, St. Paul's (Hudcar) - Ch. 5	- - -	85	43 15 0
469	Bury (Huntley) St. Paul's Ch. 7	- - -	89 15	48 12 8 4 10 10
469	Bury, St. Peter's - N. 7	309 12 6	120 25	60 1 0 7 19 2

a Due, but not paid. *b* Removed from inspection. *c* School closed for a time.
d School pulled down, and children transferred to Balderstone, St. Mary's, N.S. *e* School closed

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Bury, St. Thomas - N. 7	362 13 9	163	97 17 4
			22	6 8 4
469	Bury, Holy Trinity - N. 6	513 0 0	333	155 16 0
			19	8 14 2
470	Cadishead - W. 2	- - -	61	17 8 2
485	Carnforth - Ch. 10	- - -	80	11 3 4
486	Cartmel - N. 6	554 0 0	111	18 19 11
486	CartmelGrammar	58 4 0		
476	Castleton - B. 2	- - -	122	78 4 8
476	Castleton Moor - Ch. 6	- - -	110	61 15 10
			26	2 16 8
485	Caton - - N. 6	226 0 0	141	83 7 0
475	Chadderton, St. John's Ch. 5	- - -	429	246 1 2
			33	11 7 6
472	Charlestown B.	*115 0 0		
472	Charlestown, Pendleton Club - - 1	- - -	56	42 6 5
472	Charlestown (Pendleton), St. George's N. 9	- - -	202	103 9 0
			12	3 13 4
472	Charlestown (Pendleton), St. George's, Infants - N. 9	417 12 0	106	43 13 10
481	Charnock Richard - Ch. 2	341 0 0	58	41 9 4
			8	2 8 4
479	Chatburn - N. 4	248 0 0	81	28 9 4
			26	9 13 4
480	Cherry Tree (Blackburn) Ch. 1	- - -	72	39 2 0
			20	5 5 0
479	Chipping (Preston) - R. 4	- - -	47	29 4 6
481	Chorley Parish - N. 2	*156 0 0	188	100 16 10
	" - "	203 0 0	37	13 7 6
481	Chorley, St. George's - N. 2	188 0 0	287	137 8 4
			58	20 5 0
481	Chorley, St. Mary's - R. 4	500 0 0	406	179 12 4
481	Chorley, St. Peter's - N. 2	254 0 0	127	61 9 10
			51	17 7 6
481	Chorley - W. 3	- - -	269	114 19 0
471	Chorlton-cum-Hardy - N. 4	150 0 0	75	43 3 6
471	Chorlton-on-Medlock, Grosvenor Square Pres. 10	221 0 0	265	165 13 9
471	Chorlton-on-Medlock, St. Luke's - N. 12	583 2 0	312	147 19 2
471	Chorlton-on-Medlock, St. Matthias - N. 2	- - -	66	25 9 0
471	Chorlton-on-Medlock, St. Paul's - N. 4	- - -	156	51 4 0
471	Chorlton-on-Medlock (Manchester), St. Saviour's - N. 2	455 0 0	426	246 5 2
471	Chorlton-on-Medlock, St. Stephen's - N. 4	- - -	354	185 2 0
486	Church Coniston - Ch. 6	- - -	123	56 12 4
			140	76 12 8
480	Churchkirk Ch. 4	760 13 8	115	36 17 6
464	Churchtown B. *a*	*35 0 0		
480	Clayton - le-Moors - N. 4	761 19 10	374	199 18 0
			134	54 15 0
481	Clayton - le-Woods - N.	40 0 0		
470	Clifton - Ch. 9	- - -	195	95 18 2
479	Clitheroe - N. 4	*300 0 0	174	74 12 7
	" - "	52 3 2		
479	Clitheroe - R. 3	- - -	112	70 11 0
			38	17 11 8
479	Clitheroe, St. James', Infants and N. 4	310 0 0	178	77 2 5
			36	10 13 4
479	Clitheroe - W. 4	- - -	162	98 9 0
			33	11 19 2
480	Cockerbrook B.	*50 0 0		
485	Cockerham (Free) - P. 6	96 0 0	104	65 10 0
475	Coldhurst - Ch. 5	554 2 0	198	101 19 6
			30	9 18 4
473	Collyhurst, (Albert Memorial) - Ch. 4	715 15 0	402	185 10 10
			53	13 5 10
473	Collyhurst Oswald's - N. 1	- - -	156	73 0 4
473	Collyhurst, St. Catherine's, New Town N. 11	461 6 8	354	172 5 8
			77	20 19 2
478	Colne - - N. 2	500 0 0	339	216 10 4
473	Colne, Ch. Ch. N.	150 0 0		
473	Colne (Waterside) - - N. 3	380 0 0	215	142 14 0
486	Colton - - P.			
481	Coppull - N. 2	222 8 6	81	37 17 2
			146	82 4 2
478	Cornholme - B. 2	- - -	19	4 17 6
482	Cottam - R. 5	- - -	34	24 15 0
475	Cowhill - W. 7	- - -	253	126 4 4
476	Cowpe - - N. 11	- - -	65	31 14 4
			36	13 6 8
477	Crawshaw Booth - N. 4	- - -	100	57 2 2
			56	22 18 4
477	Crawshaw Booth - W. 3	- - -	116	34 0 5
			25	12 5 10
466	Croft, Endowed Ch.	217 0 0		
475	Crompton, East - Ch. 5	750 0 0	157	92 11 4
			50	19 16 8
475	Crompton, High - N. 5	377 0 0	167	111 14 4
			131	40 7 5
462	Crosby, Great N. *b*	72 0 0		
462	Crosby, Great R. 3	449 0 0	120	62 19 4
			66	3 16 8
464	Crossens - N. 9	*108 0 0	*c*89	31 18 6
473	Crumpsall, Lower, St. Thomas - N. 3	494 10 0	146	76 0 8
480	Culvert - N. 11	- - -	123	53 16 0
464	Cunscough - R.			
486	Dalton - in-Furness - N. 7	528 7 6	531	277 10 0

a School not existing. *b* School closed. *c* For two years.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
468	Daubhill, Iron - 3	- - -	77	6 5 10
470	Davyhulme - W. 12	- - -		*a*
468	Deane (at Rumworth) N. 3	*50 0 0	150	47 10 0
	"	90 0 0		
486	Dendron - N."	169 12 6		
474	Denton, Ch. Ch. - - N. 10	500 0 0	222	93 6 6
			28	10 1 8
474	Denton, Methodist - F.C. 10	- - -	105	34 15 2
			18	6 0 0
474	Denton and Haughton - N. 10	500 0 0	187	97 0 2
471	Didsbury (Endowed) N. 3	100 0 0	113	63 11 0
			10	3 13 4
471	Didsbury and Barlow Moor W. 10	- - -	147	86 15 0
471	Didsbury Village, Infant - - 3	- - -	30	14 9 5
			10	3 15 0
463	Ditton, St. Mary's - R. 10	- - -	41	15 6 4
463	Ditton - - W. 10	- - -	63	19 12 2
477	Doals - - B. 1	- - -	60	39 2 10
			16	5 10 0
485	Dolphinholme N. 5	- - -	42	30 12 0
479	Downham - N.	*75 0 0	390	232 10 2
474	Droylesden - B. 7	- - -	133	41 19 2
474	Droylesden Castle - Undl. 7	- - -	76	12 16 0
468	Eagley Mills B. 4	- - -	199	134 14 8
480	Earcroft - N. 1	- - -	99	57 17 0
			31	12 15 10
466	Earlstown, District, Infants - - N. 6	614 0 0	158	76 10 0
470	Eccles Par. Ch. N. 9	607 14 7	296	154 4 10
			27	9 14 2
470	Eccles (Broomhouse Lane) N. 9	- - -	91	31 14 0
470	Eccles, St. Mary's - R. 11	- - -		*a*
472	Eccles, Weaste Lane - - N. 4	201 0 0	128	79 4 10
			20	6 10 0
484	Eccleston, Great, Clarendon Ch. 5	- - -	64	36 3 0
484	Eccleston, Great - R. 5	- - -	44	18 6 2
463	Eccleston, St. Thomas' - N. 1	746 13 6	519	244 10 8
			70	20 11 8
			156	100 18 8
477	Edenfield - N. 3	629 0 0	28	9 5 0
468	Edgeworth - N. *b*	*45 0 0		
468	Edgworth - W. 5	- - -	127	72 7 10
			15	3 17 6
468	Egerton - B. 9	- - -	157	107 14 8
			58	19 0 0
485	Ellel - - N. 6	641 0 0	99	9 12 9
485	‡Ellel - - B.			
469	Elton, All Saints' - N. 7	574 0 0	341	186 19 8
480	Enfield, Infants - - 4	- - -	151	79 2 6
			35	17 7 6
481	Euxton - N.	*126 0 0		
481	Euxton, St. Mary's - R. 4	- - -	89	51 8 8
462	Everton, Ch. Ch. - - N. 6	860 0 0	770	390 8 8
			16	3 6 8
462	Everton, Great Homer Street Chapel - W. 11	1,223 0 0		*a*
462	Everton, St. Chrysostom's, Mill Street N. 6	638 19 8	289	150 9 4
			48	17 0 0
462	Everton, St. George's - Ch. 6	1,700 0 0	436	202 10 4
462	Everton, St. Peter's - N. 4	1,650 0 0	527	234 9 10
			9	1 2 6
462	‡Everton and Kirkdale, St. Mary's - N.			
477	Ewood Bridge N. 4	*70 0 0	79	46 17 6
			20	7 6 8
476	Facit - - W. 6	- - -	180	94 14 4
			61	17 9 2
473	Failsworth - N. 10	*270 0 0	137	80 3 8
	"	22 5 0		
462	Fairfield, Moravian. *b*			
476	Falinge, Infants - - N. 5	- - -	67	35 12 4
463	Farnworth (near Warrington) - N. 6	342 0 0	209	112 6 6
468	Farnworth, St. John's, near Bolton N. 2	*250 0 0	203	108 1 4
	" "	270 0 0		
468	Farnworth (near Bolton) W. 4	- - -	206	127 18 4
			20	6 6 8
486	Far Sowry and Hawkshead - - N.	*60 0 0		
478	Fence - - N. 3	230 0 0	69	40 14 6
			12	4 3 4
482	Fernyhalgh, St. Mary's - R. 5	- - -	48	30 16 6
483	Fleetwood-on-Wyre, St. Mary's - R. 10	- - -	109	49 11 0
483	Fleetwood, Testimonial N. 5	387 5 0	323	146 0 8
470	Flixton - P. 10	400 0 0	95	50 16 8
			23	6 15 10
478	Foulridge - N. 3	270 0 0	89	56 3 4
			13	4 12 0
483	Freckleton - N. 5	*63 0 0	98	46 5 0
	"	40 2 9	21	6 10 10
484	Garstang - R. 6	432 0 0	109	50 2 10
484	Garstang, St. Michael's - N.	104 0 0		
462	Garston - N. 10	354 2 6		*a*
462	Gillmoss, St. Swithin's - R.			
485	Glasson, Ch. Ch. - - Ch. 6	80 0 0	58	33 13 6
475	Glodwick, Ch. Ch. - - N. 5	550 0 0	490	295 7 0

a Due, but not paid.

b School closed.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
467	Golborne - N. 3	- - -	211	107 1 7
478	Goodshaw Booth - N.	*234 0 0		
477	Goodshaw and Loveclough N. 4	117 0 0	130	73 18 10
471	Gorton, St. James' - N. 12	*142 0 0	123	48 6 0
			134	28 15 0
471	Gorton, St. Mark's - N. 11	- - -	255	111 7 4
471	Gorton, St. Patrick's - R. 11	199 10 0		*a*
475	Greenacres, Congregational - B. 7	- - -	102	24 15 11
476	Greenbooth Mills Works 1	- - -	79	24 7 2
477	GreenHowarth Ch.	304 0 0		
480	Grimshaw Park - N. 11	1,555 0 0	*a*	53 6 8
478	Habergham, All Saints' - N. 2	*228 0 0	249	169 16 0
			45	16 7 6
478	Habergham Eaves - N. 2	*534 0 0	362	200 12 0
			20	8 1 8
465	Haigh - - N. 10	- - -	89	33 1 8
463	Halewood - N. 10	82 0 0	95	48 10 0
468	Halliwell, Dean Mills B. 4	- - -	162	129 18 10
			20	6 8 4
468	Halliwell, St. Luke's - Ch. 3	- - -	116	60 3 8
			13	5 15 10
468	Halliwell, St. Paul's - N. 4	*808 0 0	345	220 18 10
			59	18 2 6
468	Halliwell, St. Peter's Jubilee - Sch. 3	40 0 0	127	52 3 11
			19	7 9 2
464	Halsall - N. 2	- - -	167	86 10 4
485	Halton - N. 6	- - -	83	51 5 0
484	Hambleton - N. *c*	*40 0 0		
476	Hamer, All Saints' - N. 6	285 15 0	212	117 16 6
473	Harpurhey - N. 3	- - -	79	38 1 2
468	Harwood, Ch. Ch. - - N. 4	176 0 0	58	29 11 10
480	Harwood, Gt. N. 11	*123 0 0	308	150 17 0
	„ „	139 13 4	36	13 5 0
480	Harwood, Great - B. 4	- - -	159	100 2 3
			21	10 7 9
480	Harwood, Great, St. Hubert's - R. 3	- - -	146	77 11 10
			28	11 5 0
477	Haslingden - N. 4	318 2 6	419	245 17 8
			201	83 10 10
477	Haslingden, The Grane - N. 4	*120 0 0	40	22 11 0
			21	9 4 2
477	Haslingden - W. 2	- - -	194	114 17 0
			33	10 19 2
477	Haslingden, Grane - W. 1	- - -	37	27 15 0
474	Haughton Dale Mills - 10	- - -	97	45 19 8
			50	6 5 0
486	Hawkshead - N. *d*			
469	‡Hawkshaw Lane - - N. *c*			
466	Haydock - N. 10	*120 0 0	99	*e*
	„ „	119 7 6		
466	Haydock Colliery - - B. 5	- - -	199	85 0 8
			40	14 1 8
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
476	Healey - - N. 6	365 0 0	184	121 10 2
			43	12 17 6
469	Heap Bridge 9	- - -	105	57 18 4
			27	7 14 2
481	Heapey - N. 2	- - -	64	39 1 4
			55	17 10 10
452	Heaton Mersey, St. John's - Ch. 11	747 0 0		*a*
452	‡Heaton Norris, Ch. Ch. N. *f*			
452	Heaton Norris, St. Thomas P. 11	- - -		*a*
463	Helen's, St. (Church St.), Infant and Sunday - -	165 0 0		
463	Helen's, St., Cowley's Charity - B.	265 0 0		
463	Helen's, St., Crown Glass Works - 6	- - -	51	15 8 10
			83	46 17 6
463	Helen's, St., Duke Street, Infant - Ch. 1	200 0 0	130	62 7 0
463	Helen's, St., The Gerard R. 5	- - -	123	20 16 6
463	Helen's, St., Greenbank R. 5	- - -	216	114 1 6
463	Helen's, St. (Lowe House) R. 5	- - -	368	187 6 4
			20	7 5 0
463	Helen's, St. (Moorflat) - N. 1	- - -	366	198 12 2
			51	20 14 2
463	Helen's, St. (Parr Mount), HolyTrinity N. 1	459 13 4	270	123 11 8
463	Helen's, St. (St. Joseph's) R. 5	740 0 0	317	141 14 0
			17	4 1 10
463	Helen's, St. - W. 5	500 0 0	232	165 11 2
			15	5 7 6
478	Hey Houses and Sabden N.	*75 0 0		
475	Heyside, St. Mark's District - - 5	- - -	104	41 14 10
			55	14 15 10
469	Heywood, Mechanics' Institution B. 4	- - -	117	77 4 6
			78	31 0 0
469	Heywood, New Jerusalem Factory - B. 3	- - -	240	167 18 2
			100	31 5 0
469	Heywood, Queen St. - W. *g*			
469	Heywood, St. James' - N. 7	*360 0 0	379	262 11 0
	„ - „	44 6 0	32	10 0 0
469	Heywood, St. James' (Heady Hill) - - N. 7	235 5 0	107	53 14 10
469	Heywood, St. Joseph's - R. 11	- - -		*a*
469	Heywood, St. Luke's, Mount St. - N. 7	232 2 6	173	80 18 2

a Due, but not paid. *b* Addition to grant for 1867. *c* School closed.
d School not existing. *e* Grant refused under Article 51 *b*. *f* Removed from inspection.
g Amalgamated with Heywood Mechanics' Institution B.S.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Heywood, St. Luke's, William St. N. 7	*78 0 0	255	140 5 0
	" "	1,882 0 0	86	30 16 8
478	Higham - N.	*50 0 0		
465	Hindley - Ch. 12	- - -	198	105 1 0
465	Hindley, St. Benedict's - R. 4	835 4 0	192	101 3 8
			89	30 12 5
465	Hindley - W. 5	- - -	84	35 18 11
480	Hippings - W. 4	- - -	346	231 17 10
			81	31 9 2
480	Hoddlesden - N. 11	171 0 0	81	44 11 10
469	Holcombe - Ch. 6	- - -	85	57 4 0
			39	17 15 10
480	Holden Fold N. 11	32 0 0	125	82 3 0
			25	10 12 6
486	Holker - N. 6	- - -	134	67 3 4
477	‡Hollinbank, Evening - B. *a*			
475	Hollins - W. 2	- - -	74	33 19 6
466	Hollins Green Ch. 11	- - -		*b*
475	Hollinwood - N. 5	*180 0 0	252	138 8 0
	" "	22 8 0		
482	Hoole " - N.	200 0 0		
485	‡Hornby - N.			
468	Horwich (nr. Bolton) - N. 2	- - -	110	62 8 0
471	Hulme, Ch. Ch. - - B. 11	- - -	155	104 1 3
471	Hulme, Operatives' - 6	- - -	311	162 14 10
471	Hulme, Radnor Street - W. 10	- - -	267	122 19 3
471	Hulme, St. Gabriel's - Ch. 10	- - -	91	43 9 6
471	Hulme, St. George's - N. 12	- - -	323	187 13 6
471	Hulme, St. John the Baptist's N. 2	902 0 0	463	224 2 10
471	Hulme, St. Mark's - Ch. 3	428 2 9	286	139 16 0
			33	7 17 6
471	Hulme, St. Mary's - N. 11	- - -	290	152 15 0
471	Hulme, St. Michael's - Ch. 11	620 0 0	439	205 9 0
			19	5 7 6
471	Hulme, St. Paul's - N. 11	- - -	272	129 5 0
471	Hulme, St. Philip's - N. 1	2,400 0 0	520	255 18 4
			50	12 13 4
471	Hulme, St. Stephen's - N. 4	643 10 0	227	86 7 0
			56	17 8 4
471	Hulme, Holy Trinity - N. 1	*208 0 0	464	239 18 4
471	Hulme, Wilmot Street, Free - - 1	- - -	106	56 2 8
			32	10 3 4
468	Hulton, Little St. John the Baptist - N. 2	- - -	78	45 3 4
			13	1 12 6
474	Hurst - - N. 10	384 0 0	116	66 4 6
474	Hurst - - B. 7	- - -	163	95 18 2
479	Hurst Green N.	60 0 0		
479	Hurst Green R. 3	- - -	106	57 6 4
465	Ince, St. Catherine's N. 12	452 2 6	348	163 9 2
			45	20 5 10
465	Ince - - W. 1	- - -	113	17 17 3
462	Ince Blundell R. 3	- - -	83	3 13 0
465	Ince in Makerfield, Hall of Ince - - N. 3	- - -	180	51 7 0
			26	10 16 8
484	Inskip - - N. 5	125 0 0	63	38 7 4
469	Irwell or Bury (Peel Street) N.	*225 0 0		
	" "	75 0 0		
468	Kearsley Moor Ch. 6	- - -	135	65 1 4
462	Kensington (Fairfield) N. 5	574 5 0	186	90 15 11
472	Kersall, St. Paul's - N. 3	- - -	123	70 10 10
			19	2 7 6
468	Kersley, New Jerusalem - B. 1	- - -	140	74 18 8
			35	13 0 10
462	Kirkby - N. 4	- - -	111	49 8 8
462	Kirkdale Industrial - U.			
462	Kirkdale, St. Aidan's - Ch. 11	- - -		*b*
462	Kirkdale, St. Mary's (Boys) N. 10	150 0 0	506	255 8 0
462	Kirkdale, St. Mary's (Girls and Infants) N. 10	- - -		
483	Kirkham N. 5	- - -	249	115 12 9
483	Kirkham, The Willows - R. 10	- - -	78	44 2 8
			13	1 12 6
462	Knotty Ash, St. John the Evangelist P. 5	- - -	139	80 16 8
463	Knowsley - N. 4	- - -	80	58 5 4
465	Lamberhead Green, Atherton - - W. 5	684 0 0	155	71 19 0
			41	22 14 2
465	Lamberhead Green - N. 12	270 10 0	236	108 10 2
			20	7 18 4
	Lancashire, East, Union of Institutes:—			
477	Accrington.			
477	Burnley (1).			
478	Burnley (2).			
478	Crawshaw Booth.			
477	Haslingden.			
478	Nelson-in-Marsden.			
477	Newchurch-in-Rosendale.			
478	Padiham.			
478	Padiham, Literary.			
477	Rawtenstall.			
485	Lancaster - B. 4	*150 0 0	44	11 10 2
	" "	11 11 11		
485	Lancaster (Parish), Boys - N. 5	120 0 0	532	282 13 4
485	Lancaster, Girls and Infants - N. 5	140 0 0	372	204 15 2
485	La ncaster - R. *c*			

a School not existing. *b* Due, but not paid. *c* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
485	Lancaster, St. Anne's, Girls and Infants N. 6	- - -	320	153 5 10
485	Lancaster, St. Thomas' - N. 6	924 13 4	364	212 2 8
464	Lathom, St. James' - N. 2	260 0 0	107	55 11 2
482	Lea - - R.	250 0 0	15	1 17 6
485	Leck, Boys - Ch. 6	- - -	25	15 0 0
474	Leesfield - Ch. 5	- - -	339	192 7 2
474	Lees Zion, Methodist New Connexion - 3	- - -	73	27 19 2
467	Leigh - - N. 3	325 0 0	183	169 17 2
467	Leigh - - W. 9	- - -	150	82 18 8
467	Leigh, Lately Common - N.	45 0 0	81	26 4 2
471	Levenshulme N. 11	494 0 0	85	40 3 10
468	Lever, Little N.	209 0 0	159	85 0 10
468	Leverbridge N. 4	- - -	171	110 18 0
481	Leyland - N. 2	*232 0 0	104	43 11 11
	" - "	70 0 0		
486	Lindale (in Cartmel) - N.	*50 0 0		
486	‡Lindale (in Marton) - N.			
462	Litherland - R. 3	- - -	49	24 2 2
462	Litherland, St. Philip's - Ch. 3	308 0 0	12	2 16 8
476	Littleborough N. 6	170 0 0	86	53 19 2
461	Liverpool, Akbar Float Frigate Reformatory.		64	40 5 4
461	Liverpool, All Saints' N. 5	854 13 4	18	4 13 4
461	‡Liverpool, Blackstock Street - R.		364	134 1 10
462	Liverpool, Brunswick (Prescot Street) - W. 11	1,220 13 0	[a]502	257 19 8
	" " -		[a]527	265 11 4
461	Liverpool, Caledonian Free 11	- - -	212	79 17 10
461	Liverpool, Ch. Ch. - N. 7	*337 0 0	315	175 14 4
	" " - "	17 6 8		
461	Liverpool, Cranmer (Vauxhall Road) - W. 11	1,779 0 0	373	162 13 10
461	Liverpool, Edge Hill Reformatory (44, Mason Street.			
462	Liverpool, Harrington B. 11	- - - [e]	[b]	[c]0 8 0

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
461	Liverpool, Hibernian - B. 11	418 0 0		[b]
461	Liverpool, Holy Cross R. 2	1,200 0 0	499	213 3 6
461	Liverpool, Hope St. - B. 12	- - -	117	37 12 6
461	Liverpool, Jordan Street - W. [d]		441	245 0 8
461	Liverpool, Moorfields, Old Church N. 5	1,063 0 0	64	31 3 4
462	Liverpool, Mount Carmel - - R. 2	- - -	329	145 7 4
461	Liverpool, Mount Pleasant - B. 11	- - -	18	5 13 4
461	Liverpool, Mount Vernon Green, Girls' Reformatory.		234	117 9 8
461	Liverpool, North (Bond Street) - N. 5	92 6 8	192	103 16 8
461	Liverpool, Practising - R. 1	- - -	220	76 5 4
461	Liverpool, Prince Edwin Street - B. [e]		124	68 18 6
462	Liverpool, Ragged Industrial.			
461	Liverpool, Russell St., Welsh Charity - 7	- - -	308	155 11 1
462	Liverpool, St. Andrew's (Slater Street) N. 5	- - -	89	41 15 10
462	Liverpool, St. Ann's (Edgehill) - R. 2	826 15 5	123	58 1 8
461	Liverpool, St. Anthony's - R. 2	- - -	477	240 9 4
462	Liverpool, St. Augustine's N. 6	*300 0 0	508	248 5 4
	" " - "	951 15 0	346	175 2 4
461	Liverpool, St. Augustine's - - R.			
461	Liverpool, St. Barnabas' - N. 7	831 1 0	178	77 4 4
461	Liverpool, St. Bartholomew's N. 7	413 10 0	151	64 0 4
462	Liverpool, St. Bride's N. 5	*625 0 0	329	159 18 8
461	Liverpool, St. Catherine's N. 5	*200 0 0	146	76 17 2
462	Liverpool, St. Catherine's (Edge Hill) N.	318 0 0		

a For two years. *b* Due, but not paid. *c* Addition to grant for 1867.
d School pulled down. *e* School not existing.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
461	Liverpool, St. Columba's Ch. 10	- - -	109	52 7 4
461	Liverpool, St. Elizabeth's Reformatory (Soho Street) - R.			
462	Liverpool, St. Francis Xavier's - R. 2	1,228 0 0	701	360 0 2
462	Liverpool, St. George's Industrial - R.			
461	Liverpool, St. Helen's - R. 1	- - -	573	243 15 10
462	Liverpool, St. James' (Toxteth Park) N. 5	314 13 4	264	134 5 8
461	Liverpool, St. John's - N. 10	352 10 0	182	88 10 10
462	Liverpool, St. John's (Toxteth Park) N.	*450 0 0		
462	Liverpool, St. Jude's (Edge Hill) N. 7	- - -	480 15	233 2 0 5 2 6
461	Liverpool, St. Luke's - N. 5	*190 0 0	220	90 15 4
	" - "	24 16 0	26	8 16 8
461	Liverpool, St. Mark's N. 7	800 0 0	237	104 12 2
461	Liverpool, St. Martin's - N. 7	650 0 0	163	74 10 8
462	Liverpool, St. Mary's (EdgeHill) Ch. 7	1,500 0 0	543 10	275 5 2 3 16 8
461	Liverpool, St. Mary Magdalene Ch. 7	- - -	201 11	89 16 10 4 2 6
461	Liverpool, St. Mary's - R. 2	1,017 0 0	675	272 13 2
461	Liverpool, St. Nicholas' - R. 1	- - -	220 40	114 18 4 13 17 0
462	Liverpool, St. Oswald's - R. 2	- - -	290 62	122 13 3 21 8 4
461	Liverpool, St. Paul's - Ch. 7	- - -	226	109 18 0
462	Liverpool, St. Paul's (Prince's Park) - N. 11	600 0 0	522 98	307 4 10 56 10 0
461	Liverpool, St. Peter's, Boys, Girls, and Infants R. 1	- - -	336	171 17 0
461	Liverpool, St. Peter's, Boys - - R. 1	*a* - - -	145	74 14 8
461	Liverpool, St. Saviour's - N. 11	2,277 0 0	749 41	397 15 8 13 10 10
461	Liverpool, St. Simon's N. 11	700 0 0	308	137 0 4
461	Liverpool, St. Thomas' (Frederick St.) - N.			
462	Liverpool, St. Thomas' (Mount Vernon) - R. 1	10 0 0	269	137 6 10
462	Liverpool, St. Thomas' (Toxteth Park) - N. 5	937 0 0	311	125 18 10
461	Liverpool, St. Thomas' and St. William's (Edgar St.) R. 2	- - -	568 41	261 8 2 10 4 10
461	Liverpool, Soho St. Ragged.			
461	Liverpool (South), Cornwallis Street - N. 5	42 3 4	240	108 16 2
461	Liverpool, The Friends, Free, Hackin's Hey - - B. 11	- - -	-	*b*
462	Liverpool, Toxteth - B. 12	- - -	273	141 0 4
462	Liverpool, Toxteth Park, Hyslop Street, Girls' Mission 11	- - -		*b*
462	Liverpool, Toxteth Park, Girls' Industrial Ragged.			
462	Liverpool, Toxteth Park Reformatory, Wellington Rd.			
462	Liverpool, Toxteth Park, Holy Trinity - Ch. 7	949 0 0	242	115 15 8
461	Liverpool, Trinity - Ch. 11	- - -	222	23 3 10
461	Liverpool, Vauxhall, All Souls' - N. 11	1,453 0 0	208	94 0 6
462	Liverpool, Windsor, St. Clement's - N. 9	1,025 18 9	672	299 2 7
462	Liverpool (Windsor St.) W. 1	720 12 6	475	242 10 2
461	Liverpool, Workhouse U.			
482	Longridge - N. 10	287 19 3	193 51	119 10 2 12 15 10
471	Longsight, St. John's - N. 3	497 10 0	178 27	87 13 2 10 4 2
486	Lowick - Ch. 6	277 0 0	123	65 8 10
467	Lowton, St. Mary's - N. 6	- - -	143 26	80 18 9 7 18 7
464	Lydiate - Ch. 2	- - -	71	34 13 4
464	Lydiate - R.	140 10 0		
483	Lytham, St. John's - Ch. 5	277 7 6	138	62 4 4
483	Lytham, St. Peter's - R. 10	- - -	82	35 1 4

a Now amalgamated with St. Peter's (B., G., and I.), R.C. *b* Due, but not paid.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
464	Maghull - N. 4	80 0 0	67	39 17 10
471	Manchester, All Saints' Ch. 3	- - -	275	145 0 4
473	Manchester, All Souls' - N. 11	364 0 0	217	110 1 0
473	Manchester, Ancoats (Chalmer's), Mill St. Pres. 12	- - -		*a*
473	Manchester, Ancoats, Lyceum Factory - B. 4	- - -	114	85 10 0
473	Manchester, Ancoats (PiercySt.) Pres. *b*			
473	Manchester, Ancoats, St. Alban's R. 10	- - -	237 87	99 5 7 32 5 10
473	Manchester, Ancoats, St. Andrew's (St. Andrew's Square) - N. 12	*300 0 0 907 0 0	269	141 9 6
473	Manchester, Ancoats, St. Anne's - R. 10	- - -	474 126	198 12 0 41 5 0
471	Manchester, Birch, St. James' - N. 3	- - -	168	91 12 6
473	Manchester (Buxton St.), Infants - 4	- - -	159	82 4 2
473	Manchester Cathedral - N. 1	*400 0 0 36 0 0	191	88 13 4
473	Manchester, Cathedral Charity - 11	27 4 8	52	*c*
473	Manchester (Cheetham Hill Rd.) Jews' 3	- - -	238	145 3 0
473	Manchester (Cheetham Hill) - W. 11	- - -	141	95 8 3
473	Manchester, Free - - 3	- - -	296	155 4 0
473	Manchester (Granby Row) - N. 11	200 0 0	478	218 15 7
473	Manchester, Granby Row, St. Augustine's R. 10	- - -	392	119 2 0
471	Manchester (Hyde Road), St. Matthew's N. 4	- - -	299 18	128 10 0 7 8 4
473	Manchester, Lever St. - W. 11	- - -	111	48 5 4
473	Manchester, Lower Mosley St. - B. 11	*820 0 0	702	432 19 7
473	Manchester, Marshall St. B. 10	- - -	700	342 5 1
473	Manchester (Miles Platting), Institute - - B. 9	- - -	366 38	176 7 9 12 16 11
473	Manchester (MilesPlatting), St. John's, Argyle Street Ch. 11	- - -	285 26	136 1 10 5 13 4
473	Manchester, New Jerusalem Church 11	- - -	659	434 2 0
473	Manchester, Ragged, Industrial, and Reformatory (Ardwick Green).			
473	Manchester and Salford Ragged and Reformatory.			
471	Manchester, Rusholme Road - - W. *b*			
473	Manchester, St. Alban's N. 11	- - -	205	109 12 6
471	Manchester, St. Alphonsus' R. 10	- - -	206	108 8 2
471	Manchester, St. Andrew's Pres. 6	- - -	24	9 15 7
473	Manchester, St. Andrew's (Baird St.) N. 12	- - -	*d* 143 118	64 12 4 55 5 8
473	Manchester, St. Anne's - N. 11	571 0 0	135	65 5 2
473	Manchester, St. Barnabas' - N. 1	1,153 18 4	400	207 10 10
473	Manchester, St. Catherine's N.	654 0 0		
473	Manchester, St. Chad's (Cheetham Hill) - R. 10	620 0 0	653 54	346 15 6 14 6 8
473	Manchester, St. James' - N. 1	700 0 0	120	60 17 10
473	Manchester, St. John's - N. 2	66 0 0	359	181 1 10
473	Manchester, St. Jude's - N. 1	- - -	382	182 15 8
473	Manchester, St. Luke's (Cheetham Hill) - N. 2	- - -	76	37 1 0
473	Manchester, St. Luke's (Cheetham Hill), Infants - N. 2	505 0 0	83	41 2 2
470	Manchester, St. Margaret's, Cornbrook St., Chorlton Road, (Boys) - N. 1	- - -	125	46 10 6
473	Manchester, St. Mark's (Cheetham Hill) - N. 1	263 18 4	230	116 8 10

a Due, but not paid. *b* School closed. *c* Refused under Article 52 *d*. *d* For two years.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
473	Manchester, St. Mary's R. 10	460 0 0	218 92	87 12 8 27 8 4
473	Manchester, St. Matthew's N. 1	461 2 6	145	69 18 6
473	Manchester, St. Michael's - N. 3	780 13 4	183	75 15 6
473	Manchester, St. Patrick's - R. 10	- - -	467 118	207 4 6 40 17 9
473	Manchester, St. Paul's (Bennet St.) - 2	- - -	108 112	53 14 8 27 18 4
473	Manchester, St. Paul's (Turner Street) - 2	- - -	58	23 5 10
473	Manchester, St. Peter's (Oldham Road) Ch. 4	- - -	172	88 15 4
473	Manchester, St. Philip's, Bradford Road - Ch. 11	786 13 7	[a]432 432	197 10 11 240 1 6
471	Manchester, St. Silas' - - N.	612 0 0		
471	Manchester, St. Stephen's - Par.	701 2 0		
473	Manchester, St. Thomas' (Redbank) N. 2	531 0 0	237	124 5 6
471	Manchester, St. Wilfred's - R. 10			*b*
473	Manchester, St. William's - R. 10	- - -	276	145 12 10
471	Manchester, Tomlinson Street, Dom. Mission 6	- - -	98	46 7 4
473	Manchester, York Street, St. Augustine's R. 10	- - -	109	39 17 2
478	Marsden, Gt. N. 3	250 0 0	163	92 5 0
478	Marsden, Little - N. " - " Marsden, Little (Lomeshaye), Undenom. 7	*100 0 0 6 19 0 346 6 10	233 82	150 4 10 32 3 4
481	Mawdsley - N.	85 0 0		
481	Mawdsley - R.	223 0 0		
481	Mawdesley - W. 6	- - -	26	7 14 7
473	Mayfield - B. 11	- - -	220	142 17 9
480	Mellor Brook N. *c*	*110 0 0		
464	Meols, North P. 9	1,000 0 0	264	121 15 6
484	Michael's, St., on Wyre - N. 5	- - -	94	44 11 10
463	Micklehead Green - B. *c*			
482	Middleforth Ch. 11	- - -	99	37 19 9
475	Middleton - N. 3	321 0 0	118 61	64 8 0 19 5 10
475	Middleton, Barrowfields, Mixed - N. 3	135 0 0	144	80 19 6
475	‡Middleton, Infants - N.			
475	Middleton, New Jerusalem - 1	- - -	163	105 8 0
475	Middleton, Trinity - N. 3	- - -	87 38	48 8 6 13 15 0
476	Milnrow - N. 6	570 0 0	212	128 10 4
476	Milnrow - B.	90 0 0		
476	Milnrow, Newhey, Ch. *See* Newhey, N.S.			
482	Moor Park - W. 4	- - -	165 63	67 17 8 17 19 2
475	Moorside - Ch. 5	- - -	139	88 14 6
463	Moss Bank - N. 1	303 0 0	74 33	40 7 6 12 12 6
474	Mossley, St. George's - N.	465 0 0		
474	Mossley, St. Joseph's - R. 11			*b*
473	Moston - N.	174 0 0		
477	Musbury (Hollin Bank) - N. 4	- - -	117 11	69 0 0 3 15 10
478	Nelson in Marsden, Infants - - 3	- - -	78	35 2 8
486	Newbarns - Ch. 6	- - -	69	15 9 9
464	Newburgh (Ormskirk) N. 3	- - -	129	63 8 10
468	New Bury (Bolton) - N. 3	- - -	181 61	108 14 0 31 7 6
477	Newchurch, Mechanics' Institute - B. 9			*b*
477	Newchurch in Rossendale - - N. 4	- - -	136	90 1 8
467	Newchurch, near Warrington - Ch. 4	- - -	109 27	58 19 7 10 0 8
476	Newhey - N. 6	207 0 0	130	84 17 8
482	Newsham, St. Mary's - R. 5	- - -	33	7 18 1
473	Newton Heath, All Saints' (No. 1) - N.	913 13 4		
473	Newton Heath, All Saints' (No. 2) - N. 4	254 6 8	156 57	66 12 1 15 1 11
473	Newton Heath, All Saints', (No. 3) - N. 4	- - -	36	7 7 10
473	Newton Heath, All Saints', Infants - 4	- - -	97	44 15 8
473	Newton Heath, Hulm Hall Lane - - W. *d*			
466	Newton in Makerfield, Crowe Lane, Infant - N. 6	- - -	31	11 9 0
466	Newton in Makerfield, St. Peter's - N. 6	1,216 0 0	67 23	40 4 0 7 9 2
476	Norden (late Blackpits) N. 6	128 0 0	56	39 14 10
476	Oakenrod (Factory) 6	- - -	116 51	69 15 10 18 5 10

a For two years. *b* Due, but not paid. *c* School closed. *d* School discontinued.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
480	Oakenshaw - W. 5	- - -	122	68 4 5
			40	9 14 6
475	Oldham - B. *a*	*254 0 0		
475	Oldham, New Jerusalem - 6	- - -	170	96 11 2
			48	17 5 10
475	Oldham (St. Domingo Street) - W. 7	- - -	292	94 4 6
475	Oldham, St. James' (Greenacres Moor) N. 4	*165 0 0	317	198 16 4
	" "	58 10 0		
475	Oldham, St. Marie's - R. 11	1,451 0 0	362	190 6 4
			151	59 7 6
475	Oldham, St. Mary's Parish Church 4	1,000 0 0	426	221 7 6
			70	23 0 0
475	Oldham, St. Peter's - N. 4	*588 0 0	391	188 8 2
	" "	650 0 0		
475	Oldham, York Street - Ch. 4	- - -	119	51 4 4
471	Openshaw - N. 3	165 6 4	169	83 19 6
471	Openshaw - W. 1	- - -	165	103 19 6
			38	15 13 4
466	Orford, Endowed - 9	12 0 0	105	55 11 4
464	Ormskirk - N. *b*			
464	Ormskirk, United Charity 3	342 3 4	397	190 19 6
465	‡Orrell, St. James' - R.			
480	Oswaldtwistle, Belthorne, and Daisey Green - 4	*96 0 0	35	20 0 4
		479 0 0	13	2 14 2
480	Oswaldtwistle Busk - - 4	*93 0 0	212	135 4 4
	" "	45 0 0	58	23 3 4
480	Oswaldtwistle, Cabin End - N. 4	*120 0 0	113	73 4 2
	" " -	523 0 0	31	11 5 10
480	Oswaldtwistle, Newlane - N. 4	232 10 0	90	56 1 0
			23	7 2 6
480	Over Darwen, Trinity - N. 11	*200 0 0	219	113 9 10
	" "	792 8 0		
472	Paddington, St. Paul's - N. 9	448 0 0	401	209 13 10
			17	6 4 2
472	Paddington, St. Paul's 2nd Infant N. 9	- - -	184	94 6 10
466	Padgate - N.	150 0 0		
478	Padiham Ch. 3	- - -	141	66 3 11
			69	20 2 6
478	Padiham, Infants - - 3	465 0 0	55	28 18 8
			140	83 3 9
478	Padiham - B. 4	- - -	44	15 3 1
			310	185 2 8
478	Padiham W. 5	- - -	117	39 12 6
474	Park Bridge (Leesfield) Works - 5	- - -	74	40 9 10
465	Park Lane (Ashton-in-Makerfield) R. 5	- - -	100	45 18 0
463	Parr, St. Helen's - N. 12	386 16 8	168	82 15 2
463	Parr, St. Helen's, Brookfield Ch. 1	214 8 0	103	48 10 10
470	Patricroft, HolyCross - R. 11			*e*
470	Patricroft, Mechanics' Institute - B. 10	326 2 8	170	79 4 10
463	Peasley, Infant Ch.	171 0 0		
463	Peasley, Holy Trinity - N. 1	- - -	175	83 9 10
468	Peel, St. Paul's - Ch. 7	- - -	76	16 17 1
465	Pemberton Colliery - N. 2	- - -	72	17 18 7
465	Pemberton (Goose Grn.) N.	*30 0 0		
472	Pendlebury, Ch. Ch., Boys and Infants N. 10	287 10 0	222	113 2 4
472	Pendlebury, Ch. Ch., Girls and Infants 10	- - -	233	123 8 4
			63	17 19 2
472	Pendlebury, St. John's - 10	- - -	195	98 4 2
			25	8 7 6
472	Pendleton, Brunswick W. 3	845 0 0	302	159 15 8
472	Pendleton, St. James' - R. 10	- - -	264	117 19 11
472	Pendleton, St. Thomas' - N. 10	*60 0 0	266	127 5 10
			47	10 5 10
466	Penketh (Day Star) - - W. 9	270 0 0	58	35 3 0
			79	34 15 4
486	Pennybridge N. 7	*70 0 0	9	2 12 6
480	Pickup Bank N. *c*			
469	Pilkington (Park Lane) B. 4	- - -	225	122 12 4
484	Pilling - - N. 5	483 0 0	121	65 8 2
469	Pimhole - Ch. *c*			
469	Pits-o'-th'-Moor - - W. 9	- - -	144	90 4 2
480	Pleck Gate, St. John's - N. 12	- - -	*d* 88	48 15 2
			90	54 19 4
465	Poolstock - Ch. 12	- - -	277	140 18 5
			29	11 3 10
485	Poulton-le-Sands - N. 6	740 0 0	152	73 6 1
463	Prescot - R. 5	- - -	104	35 18 11
482	Preston, All Saints' - N. 10	466 5 0	479	264 6 0
			38	10 13 4
482	Preston, Central - N. 10	- - -	310	166 15 4
			32	9 13 4
482	Preston, Ch. Ch. - - N. 10	*105 0 0	311	171 14 8
	" "	1,142 0 0		
482	Preston (Croft St.) - W. 4	- - -	207	111 15 11
			66	22 7 0
482	Preston, Emmanuel, Infants - N. 11	339 5 0	192	64 2 9

a Discontinued as an elementary school for the education of the poor. *b* Schools abandoned.
c School closed. *d* For two years. *e* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
482	Preston, Grimshaw Street B. 4	- - -	95	12 8 5
			30	10 8 4
482	Preston (Orchard St.), United Methodist Free Church - 4	517 0 0	130	48 10 5
			129	34 13 4
482	Preston, St. Augustine's R. 9	- - -	294	105 12 4
			125	52 4 5
482	Preston, St. Ignatius' - R. 9	- - -	446	222 14 2
			103	33 14 2
482	Preston, St. James' - N. 10	501 0 0	264	169 4 2
482	Preston, St. Joseph's (Ribbleton Lane) - R. 9	- - -	256	106 8 11
			47	17 5 10
482	Preston, St. Luke's, Infants - - N. 10	187 13 8	162	67 8 10
482	Preston, St. Mark's - N. 10	- - -	272	149 1 2
482	Preston, St. Mary's - N. 10	*250 0 0	526	315 13 0
	" "	244 0 0		
482	Preston, St. Mary's St. W. 4	- - -	108	51 8 0
482	Preston, St. Paul's - N. 11	361 9 2	682	358 15 0
			28	9 1 8
482	Preston, St. Peter's, Brook St. - N. 11	222 0 0	652	406 14 2
482	Preston, St. Peter's, Coldbath Street, Girls and Infants - N. 11	1,177 12 0		
482	Preston, St. Thomas' (Boys, Girls, and Infants) N. 10	483 0 0	544	290 8 6
			84	31 13 4
482	Preston, St. Thomas', Infants - - N.			
482	Preston, St. Wilfred's (Fox Street) R. 9	80 0 0	394	194 13 0
			194	62 15 0
482	Preston, The Talbot - R. 9	- - -	679	380 18 2
			161	55 4 2
482	Preston, Holy Trinity - N. 10	657 13 4	200	105 8 6
482	Preston (Upper Walker Street) - R. 9	320 0 0	314	131 15 10
			51	18 9 2
473	Prestwich - N. 3	- - -	212	115 2 8
473	Prestwich (Rooden Lane) - B. 3	250 0 0	151	78 5 6
485	Quernmore - N. 6	*35 0 0	38	18 7 10
	" "	92 5 0		
469	Radcliffe, Bank Top - Ch. 6	450 0 0	88	51 15 8
	" " 6		31	8 9 2
469	Radcliffe, Black Lane Ch. 6	- - -	87	55 18 8
			30	10 3 4

a School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Radcliffe Bridge, St. John's - N. 7	- - -	273	189 11 8
			62	19 8 4
469	Radcliffe Bridge - W. 6	- - -	234	124 6 1
			32	9 14 0
469	Radcliffe Hall - - N. 6	*405 0 0	207	123 14 4
469	Radcliffe, St. Thomas' - Ch. 7	- - -	180	99 19 6
			37	11 12 6
469	Radcliffe - W. *a*	130 0 0		
463	Rainford (at Crank Hill) N. 4	117 0 0	49	10 7 10
463	Rainford, St. Helen's - N. 4	209 5 0	153	73 4 6
463	Rainhill, St. Ann's - N. 5	175 0 0	119	50 13 2
			15	3 4 2
463	Rainhill (Boys) R.			
463	Rainhill (Girls) - R. 5	- - -	47	27 8 0
469	Ramsbottom, New Jerusalem - 6	- - -	78	39 0 10
463	Ravenhead Colliery - N. 1	- - -	105	49 17 0
463	Ravenhead (British Plate Glass Company's) 4	- - -	293	145 0 10
			20	7 16 8
484	Rawcliffe Hall - - N. *b*			
477	Rawtenstall N. 4	*200 0 0	255	182 0 0
			93	47 10 10
477	Rawtenstall Branch - N. 4	- - -	60	7 12 2
			20	1 7 11
477	Rawtenstall (HollyMount) B. 2	- - -	189	112 1 2
477	Rawtenstall W. 2	- - -	198	107 12 0
			25	10 19 2
478	Read (in Whalley) - N.	*60 0 0		
452	Reddish, Albert B. 6	- - -	76	41 16 10
473	Rhodes - Ch. 3	390 10 8	99	54 12 0
475	Rhodes, Print Works - B. 1	- - -	81	57 12 8
482	Ribchester - N. 4	- - -	58	32 19 4
482	Ribchester, St. Peter and St. Paul - R.			
480	Rishton - R. *a*			
480	Rishton, St. Peter's - N. 1	- - -	96	56 11 2
			41	18 9 2
480	Rishton - W. 6	- - -	102	22 8 5
			34	14 18 4
467	Risley - Pres. 3	148 0 0	58	40 3 4
476	Rochdale - B.	*250 0 0		
476	Rochdale, Lower Place W. 2	- - -	248	112 12 0
476	Rochdale - P. 5	188 0 0	377	239 9 2
476	Rochdale, Town Mill Brow, Boys Ch. 5	- - -	101	60 8 4
			33	10 14 2
476	Rochdale, St. Alban's, Girls - N. 5	636 0 0	192	109 0 10

b School passed to other owners.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
476	Rochdale, St. Chad's - N.	431 0 0		
476	Rochdale, St. James' - N. 5	- - -	188	96 12 10
			44	12 11 8
476	Rochdale, St. John's - R. 11	- - -	213	111 4 8
			82	25 13 8
476	Rochdale (St. Mary's District) - N. 5	35 13 6	205	108 19 0
			34	8 15 0
			196	107 3 3
476	Rochdale, St. Patrick's - R. 11	- - *a*	151	40 16 8
			258	152 7 1
			161	48 14 6
476	Rochdale - W. 2	- - -	354	167 18 10
478	Rough Lee - B. 5	- - -	41	30 15 0
475	Royton, St. Paul's - N. 5	15 0 0	219	119 9 10
			86	36 16 8
475	Royton - W. 2	- - -	110	56 9 2
471	Rusholme, Trinity, and Girls Industrial Ch. 12	598 15 0	*b*	*c* 7 10 0
474	Ryecroft - B. 7	- - -	314	193 10 8
479	Sabden - B. 4	- - -	125	69 14 8
	†Salem, Moravian.			
480	Salesbury - N. 5	240 0 0	50	22 18 0
			42	15 15 0
472	Salford (Broughton Road) - W. 3	- - -	240	105 10 4
472	Salford (Chapel Street), Girls, Scotch Pres. 11	- - -	81	43 13 9
472	Salford, Ch. Ch. N. 2	- - -	423	213 2 4
472	Salford (Ellor Street) - B.	*200 0 0		
	,, ,,	50 0 0		
472	Salford (Gravel Lane) - W. 3	- - -	414	221 0 2
472	Salford (Great George Street) Model - N. 12	468 0 0	274	129 1 8
472	Salford, Indust. and Ragged.			
472	Salford (Mount Carmel) - R. 10	- - -	258	102 14 6
472	Salford, Mount Street (Boys and Infants) Scotch Pres. 11	- - -	159	83 11 1
472	Salford, New Jerusalem Ch. 11	- - -	379	240 1 4
472	Salford, St. Bartholomew's N. 12	437 0 0	332	148 10 0
			21	6 9 2
472	Salford, St. Bartholomew's, The Egerton - Ch. 2	824 7 6	321	81 7 3
472	Salford, St. John's - R. 11	- - -		*b*
472	Salford, St. John's, Male Infant - R. 11	- - -	162	84 16 6
472	Salford, St. Matthias' - N. 2	500 0 0	394	197 3 10
472	Salford, St. Peter's, Greengate - R. 11	475 0 0		*b*
472	Salford, St. Philip's, Infants - N. 4	- - -	110	51 18 2
472	Salford, St. Simon's - N. 4	1,109 0 0	192	76 16 4
472	Salford, St. Stephen's - N. 4	- - -	242	124 11 8
472	Salford, St. Stephen's, Infants - Ch. 4	- - -	156	75 18 10
472	Salford, Trinity Ch.			
472	Salford, Working Men's College - 2	- - -	309	166 9 4
			24	7 13 4
482	Samlesbury - N.	*120 0 0		
466	Sankey Chapel N. 10	27 0 7	67	34 14 2
486	Satterthwaite and Rusland N.	100 0 0		
464	Scarisbrick Ch.			
481	Scorton - B. 4	- - -	43	13 14 6
485	Scotforth - N.	50 0 0		
462	Seaforth - Ch. 11	259 0 0	179	86 2 6
468	Sharples, Messrs. Ashworth's B. 9	- - -	113	81 5 6
475	Shaw - - N. 5	*200 0 0	203	148 1 10
	,, - - ,,	96 5 0	34	4 19 6
475	Shaw - - W. 4	- - -	162	82 10 2
			38	7 5 0
465	Shevington, Mixed - Ch.			
469	Shuttleworth N. 6	335 0 0	134	77 3 0
			38	10 15 0
485	Silverdale - N.	87 0 0		
483	Singleton - Ch. 5	- - -	57	28 13 4
485	Skerton, St. Luke's - N.	*120 0 0		
	,, ,,	30 0 0		
476	Smallbridge, St. John's - N. 6	*200 0 0	286	170 19 2
468	Smithill's Deane N.	60 0 0		
481	South Hill (Whittle-le-Woods) - R. 4	424 0 0	63	31 11 8
464	Southport - B. *d*	*60 0 0		
464	Southport, Ch. Ch. - N. 10	*57 0 0	283	139 0 10
	,, ,,	315 0 0		
464	Southport, St. Mary's - R. 11	- - -		*b*
464	Southport, St. Paul's (Boys, Girls, and Infants) 10	128 0 0	382	183 6 0
464	Southport (Talbot Street) W. 1	- - -	214	104 12 6
464	Southport, Holy Trinity - - N. 10	1,147 15 0	*b*	*c* 3 15 0
483	Southshore - N. 5	80 0 0	43	20 1 4
	Spotland, St.			
476	Clement's - N. 6	*166 0 0	159	95 6 6
	,, - ,,	60 9 1	74	24 13 4

a For two years. *b* Due, but not paid. *c* Addition to grant for 1867. *d* School not existing.
e Paid under Article 90[1] (1).

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
469	Stand - - N.	*270 0 0		
465	Standish, Grammar - N. 12	- - -	125	30 5 0
462	Stanley, St. Anne's - N. 11	610 0 0	319	162 5 8
486	Staveley (in Cartmel), Endowed -	32 0 0		
477	Stonefield - N. *a*	*60 0 0		
470	Stretford - N. 10	566 17 6	194	107 11 6
476	Stubbylee, St. Saviour's Ch. 6	- - -	139	75 9 0
			25	6 15 10
			176	74 12 11
469	Summerseat W. 9	- - -	23	7 12 6
463	Sutton, St. Anne's - R. 10	- - -	148	62 15 10
			31	13 11 5
463	Sutton, St. Helen's - N. 11	588 15 0	*b*	
463	Sutton, St. Joseph's - R. 5	754 0 0	175	73 19 4
			334	171 13 8
470	Swinton - Ch. 10	- - -	24	8 0 0
470	Swinton, Industrial - U.			
470	Swinton, Girls - Pres. 4	- - -	103	51 15 2
470	Swinton - W. 7	- - -	270	114 6 10
478	Symonstone N.	*52 0 0		
464	Tarleton - N. 5	*120 0 0	44	24 11 6
464	Tarleton (The Holmes) - N.	166 0 0		
475	Thornham - N.	*100 0 0		
485	Thurnham - R. 6	- - -	53	36 17 3
480	Tockholes - N.	50 0 0		
495	Todmorden - N. 4	510 10 0	151	68 6 4
475	Tonge-cum-Alkrington N. 3	301 16 8	181	90 0 6
469	Tottington, St. Anne's N. 7	*189 0 0		
469	Tottington Mill - - B. 7	- - -	76	44 8 2
			18	7 3 4
			138	141 1 4
469	Tottington - W. 7	- - -	57	17 12 6
478	Towneley, Infants - - R. 3	- - -	135	75 6 6
478	Trawden - N.	140 0 0		
477	Tunstead - N. 4	*110 0 0	152	84 5 2
			70	25 3 4
480	Turncroft, St. John's Ch. 11	- - -	181	100 11 2
			37	13 8 10
			138	74 18 10
468	Turton - Ch. 3	- - -	74	26 5 0
			432	241 18 2
467	Tyldesley - Ch. 4	948 0 0	16	5 0 0
481	Ulneswalton N.	35 0 0		
486	Ulverstone - N. 7	*150 0 0	532	248 0 8
	" - "	124 4 6		
486	Ulverstone - W. 4	- - -	91	36 10 4
469	Unsworth - N. 6	452 0 0	87	48 17 10
469	Unsworth - W. *c*			
465	Upholland, Grammar, (Lower Division) 12	- - -	*b*	
465	Upholland, Lord Crawford's Ch.			
465	Upholland - N. 12	198 0 0	42	12 9 4
485	Upholland Moor - N. 12	108 5 4	78	35 13 6
			10	4 6 8
470	Urmston Ch. 10	225 12 0	89	44 9 4
486	Urswick - Ch. 6	- - -	53	24 15 0
470	Walkden Moor N. 9	- - -	364	199 2 8
			29	3 12 6
469	Walmersley, Ch. Ch. - N. 6	*150 0 0	118	54 9 8
			24	8 0 0
482	Walmer Bridge B. 4	- - -	112	57 6 6
			16	5 0 0
468	Walmsley - N.	*200 0 0		
	" - "	150 0 0		
462	Walton Breck, Trinity - N. 2	420 10 0	246	118 4 11
482	Walton, Higher Ch. 11	- - -	136	92 1 4
482	Walton-le-Dale N. 10	*300 0 0	197	134 0 2
	" "	149 0 0		
462	Walton-on-the-Hill - N. 11	- - -	102	44 10 2
476	Wardle - N. 6	270 0 0	109	50 19 4
476	Wardle - W. 2	- - -	61	34 9 3
466	Wargrave - N. 10	588 5 1	194	93 14 8
466	Warrington B. 10	532 10 0	242	126 7 2
466	Warrington, Model - P. 10	*500 0 0		
	" - "	31 1 0	553	299 4 4
466	Warrington, Model, Girls and Infants N. 10	676 10 0		
466	Warrington, Heathside (St. Pauls' and Trinity - N. 11	442 0 0	521	286 13 0
			57	25 15 10
466	Warrington, St. Alban's, Boys - R. 5	- - -	157	85 13 0
466	Warrington, St. Alban's, Girls and Infants - R. 5	639 0 0	197	97 7 0
466	Warrington, St. Ann's Ch. 10	415 0 0	176	83 11 10
466	Warrington, St. Paul's (Bank Quay) - Ch. 11	100 0 0	59	8 7 8
466	Warrington, St. Paul's, Newton Street, Infant - Ch. 11	95 0 0	*b*	
469	Warth Mills B. 7	- - -	63	36 19 6
			63	23 15 10
485	Warton, Girls and Infants B. 4	- - -	65	20 11 7
485	‡Warton, Parish Grammar.			
475	Waterhead - N. 5	232 13 4	230	156 7 6
			79	28 4 2
462	Waterloo, Ch. Ch. - N. 5	211 0 0	101	48 17 3
462	Waterloo - W. 1	- - -	107	52 1 6
462	Wavertree (Trinity) - Ch. 9	506 1 3	256	122 10 3
462	Wavertree, Infants - B. *d*			
462	Wavertree, St. Mary's Ch. 9	- - -	76	36 4 8

a School closed for a time. *b* Due, but not paid. *c* School closed. *d* School sold.

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	LANCASHIRE—*cont.*	£ s. d.		£ s. d.
483	Weeton - N.			
480	Wensley Fold N.	245 0 0		
475	Wernerth, Elementary - B. 7	- - -	77	30 7 6
462	West Derby - P. 10	1,567 16 0	291	155 17 4
462	West Derby - U.			
468	Westhoughton P. 4	612 0 0	129	68 18 9
			31	11 16 10
468	Westhoughton, Daisy Hill, Infants - N.	43 0 0		
467	Westleigh - N. 2	- - -	135	39 3 4
			30	9 3 4
			147	71 3 6
467	Westleigh Mill N. 2	- - -	34	7 13 4
479	Whalley - N. 4	*40 0 0	64	35 4 6
	" - "	183 0 0	13	4 5 10
481	Wheelton - N.	50 0 0		
481	White Coppice N.	75 0 0		
485	Whittington, Boys - - N. 6	- - -	34	12 10 0
485	Whittington, Girls - - N. 6	- - -	53	29 12 4
481	Whittle-le-Woods N. 2	*53 0 0	139	50 7 2
	" N.	77 10 6		
476	Whitworth - N. 6	- - -	99	56 6 8
463	Widnes Dock N. *a*	30 0 0		
463	Widnes Dock, St. Mary's - N. 10	235 0 0	323	153 7 10
463	Widnes Dock, St. Marie's R. 5	302 10 0	239	127 2 10
			28	10 8 4
465	Wigan, All Saints' - N. 11	248 0 0	127	33 18 3
			12	3 8 4
465	Wigan, Blue Coat - - N. 11	513 10 0	370	170 19 4
			65	32 19 2
465	Wigan - Pres. 4	120 0 0	138	46 4 2
465	Wigan, St. Catherine's N. 11	*450 0 0	174	68 3 0
			25	10 19 2
465	Wigan, St. George's - N. 11	*306 0 0	*b*	
465	Wigan, St. John's - R. 4	144 13 4	382	194 17 10
			59	32 14 2
465	Wigan, St. Joseph's - R.			
465	Wigan, St. Mary's - R. 4	126 11 6	235	111 16 4
			37	25 14 2
465	Wigan, St. Patrick's - R. 4	920 0 0	437	188 16 11
			39	23 5 10
465	Wigan, St. Thomas' - N. 12	578 8 0	235	88 18 1
			41	14 10 10
465	Wigan - - W. 5	1,644 0 0	120	48 5 2
			16	5 18 4
468	Wingate, St. John's - N. 4	47 15 0	117	74 4 10
			20	9 1 8
471	Withington, St. Paul's - N. 3	100 0 0	108	48 18 10
481	Withnell Mill W. 3	- - -	81	47 8 6
480	Witton, St. Mark's - N.	204 0 0		
482	Woodplumpton N. 5	226 17 6	69	37 18 2
			18	6 15 0
478	Wood Top (Habergham Eaves) - N. 2	197 0 0	153	32 16 10
463	Woolton, Little N. 10	137 0 0	191	20 12 11
463	Woolton, Much N. 6	300 0 0	264	113 6 4
463	Woolton - R. 3	- - -	169	94 16 7
			*c*12	4 2
470	Worsley - N. 9	- - -	37	
			257	135 11 10
			51	20 9 2
470	Worsley, Edgefold, Infants N. 9	- - -	48	25 9 0
470	Worsley, Ellenbrook, Inft. N. 9	- - -	74	25 11 9
470	Worsley, Roe Green, Inft. N. 9	- - -	37	19 3 2
			27	10 19 2
			145	85 9 0
478	Worsthorn - N. 3	- - -	58	20 8 4
485	Yealand, Conyers - - N. 6	76 0 0	39	21 0 8
485	Yealand, Conyers - - B. 4	- - -	61	24 12 7
	LEICESTERSHIRE.			
416	Anstey - Ch. 6	- - -	118	43 0 8
414	†Appleby - B. *d*			
408	Arnesby - N.	77 0 0		
418	Asfordby - Ch. 4	- - -	81	36 1 7
			7	3 5 10
414	Ashby-de-la-Zouch - N. 4	*250 0 0	256	134 9 8
	" "	60 0 0		
414	Ashby-de-la-Zouch, Endowed Grammar.			
408	Ashby Magna Ch. 2			
411	Aylestone - N. 5	75 0 0	63	25 1 2
414	Bardon Park B. *a*			
416	Barkby - P. 3	- - -	58	26 1 0
			11	3 10 10
443	Barkestone - N. 5	- - -	68	19 11 5
416	Barrow-upon-Soar - Ch. 5	200 0 0	101	42 11 10
412	Barwell - Ch.			
416	Belgrave - N. 3	*60 0 0	169	65 0 11
	" - "	326 0 0	74	24 11 8
415	Belton - - N. 3	82 0 0	66	35 19 2
416	Birstall - N. 3	165 0 0	80	40 15 0
411	Blaby - - N. 5	128 13 6	95	37 0 8
			22	8 18 4
414	Blackfordby N.	20 0 0		
427	Bottesford - N. 5	418 3 0	72	32 18 8
409	Bowden, Great N. 6	*60 0 0	62	24 6 11
418	Branstone - N.	70 0 0		
444	Breedon-on-the-Hill - N.			
408	Broughton Astley - N. 7	95 0 0	59	15 13 2
418	Buckminster N.	40 0 0		
412	Burbage - N. 6	- - -	120	63 13 6
			24	9 6 8
412	Burbage - W. 5	- - -	41	20 6 2
410	Burton Overy N. 7	- - -	41	19 13 0
			10	2 11 8
444	Castle Donnington - P. 3	620 0 0	176	101 1 9

a School closed. *b* Due, but not paid. *c* Evening school grant for 1867. *d* School not existing.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	LEICESTER—*cont.*	£ s. d.		£ s. d.
414	Coalville - N. 3	*70 0 0		
	" - P.	120 0 0	97	50 14 0
414	Coalville - B. 5	- - -	203	104 4 6
427	Croxton Keyrial - - N.	75 0 0		
418	Dalby, Old - B. 5	- - -	86	54 8 8
444	Diseworth - Ch. 2	190 0 0	37	12 18 4
412	Earl-Shilton N. 7	389 14 0	166	79 18 10
			14	4 18 4
418	Eaton - - P.			
418	Edmondthorpe N. 4	- - -	42	11 17 2
411	Enderby - N. 7	411 0 0	106	38 2 10
			47	16 0 10
418	Frisby-on-the Wreak - N.	121 5 9		
408	Gilmorton - N. 6	120 0 0	97	47 10 2
			12	3 11 8
411	Glenfield, Mixed N. 7	- - -	50	23 6 8
410	Glenn, Great Ch. *a*		23	6 19 2
414	Grace Dieu, Mixed Village - - R. 5	- - -	103	65 0 6
			13	4 14 2
414	Griffydam - W. 5	349 16 8	129	63 4 6
413	Groby - - Ch. 7	- - -	64	35 7 2
418	Harby - - N. 4	290 0 0	46	16 3 8
415	Hathern - N. 3	254 0 0	80	42 17 8
414	Heather - N.	40 0 0		
412	Higham-on-the-Hill - N. 6	*46 0 0	53	26 9 10
	" "	23 12 6		
412	Hinckley - N. 6	- - -	142	56 10 0
			39	13 0 10
412	Hinckley, Congregational 4	- - -	68	37 8 2
			21	9 14 2
412	Hinckley, Holy Trinity - N.	220 0 0		
418	Hose - - N. *b*	80 0 0		
414	Hugglescote N. 3	272 10 0	86	34 14 8
414	Hugglescote and Donington - - N.	*51 0 0		
410	Humberstone N. 3	- - -	45	18 4 2
			8	1 0 0
409	Husband's Bosworth - N. 6	405 0 0	95	54 3 2
			15	5 19 2
413	Ibstock - N. *a*			
413	Ibstock - B. 5	143 5 0	90	42 11 6
444	Kegworth - N. 3	133 0 0	120	59 1 9
409	Kibworth Beauchamp N. 7	147 0 0	73	31 11 6
408	KilworthNorth N.			
408	Kilworth, South - N.	*40 0 0		
	" "	77 0 0		
408	Kimcote - N.			
411	Kirby Muxloe Ch. 3	- - -	44	26 16 10
			11	4 2 6
411	Knighton - N. 5	45 0 0	50	9 5 2
427	Knipton - N. 5	- - -	75	46 0 0
419	Knossington Ch. 4	- - -	36	20 16 8
417	Leicester (Archdeacon Lane), Infants - B.	*100 0 0		

a Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	LEICESTER—*cont.*	£ s. d.		£ s. d.
417	Leicester, Central County, St. Nicholas' N. 11	- - -	280	127 17 8
417	Leicester, Ch. Ch. - - N.	150 0 0		
417	Leicester (Curzon Street) N.	237 3 4		
417	Leicester (Great Meeting), Day 5	- - -	573	302 15 2
417	Leicester (Hill Street) - B. 5	*750 0 0		
	" " "	235 0 0	773	424 17 6
417	Leicester, Humberstone Road - W. 5	- - -	210	81 12 8
417	Leicester, Kent and Conduit Street Ch. 11	- - -	153	91 2 0
417	Leicester (Knighton Street) N. 11	- - -	239	151 16 3
417	Leicester, Paradise Row, Inft. 11	- - -	83	32 4 3
417	Leicester - U.			
417	Leicester, St. Andrew's - N. 11	485 10 0	315	228 4 8
			78	24 11 1
417	Leicester, St. John's - N. 11	- - -	416	160 17 11
			77	18 19 2
417	Leicester, St. Margaret's N. 11	*425 0 0	521	359 18 11
417	Leicester, St. Margaret's, Caroline Street, Infants - N. 11	- - -	134	79 4 5
417	Leicester, St. Martin's, Charity - N. 11	- - -	311	219 11 7
			115	30 0 10
417	Leicester, St. Mary's, Old P. 11	- - -	236	177 3 7
			20	6 13 4
417	Leicester, Victoria Street, St. Andrew's 11	- - -	159	112 8 4
415	Loughborough, Emmanuel, Boys - - N. 3	- - -	74	25 10 0
415	Loughborough, Emmanuel, Infants - N. 3	411 0 0	214	86 7 0
415	Loughborough, Lancasterian 5	163 0 0	389	111 12 0
			42	10 15 0
415	Loughborough R. 5	- - -	101	51 5 8
415	Loughborough W.	*b*		
409	Lubenham - N. 6	527 0 0	49	21 7 1
			12	3 14 8
408	Lutterworth (Girls) - Ch. *a*			
409	Market Harborough - N. 6	*100 0 0	197	101 18 8
	" " "	109 3 4	33	12 12 6
409	Market Harborough - B.	*205 0 0		
413	Markfield Ch. 5	158 7 6	120	49 14 5
418	Melton Mowbray - - B. 5	- - -	331	165 7 4
418	Melton Mowbray, Free N. 4	20 0 0	246	101 0 8
			15	8 4 2

b School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	LEICESTER—*cont.*	£ s. d.		£ s. d.
418	Melton Mowbray, *Inft.* Ch. 4	100 0 0	54	21 4 5
414	Moira - - Ch. *a*			
	Mount St. Bernard, Agricultural Colony, Reformatory R.			
413	Nailstone - N. 5	- - -	45	18 14 7
413	Nailstone, Infants - - N.			
410	Newton Harcourt - Ch. 4	- - -	46	23 11 0
			15	5 15 10
411	Oadby - - N. 9	220 0 0	61	2 7 11
413	Peckleton, Juvenile Reformatory.			
416	Queniborough N.	85 0 0		
416	Quorndon - N. 5	*48 0 0		
	" - "	89 10 6	120	56 19 0
416	Rearsby - Ch.			
427	‡Redmill - N.			
416	Rothley - N.	*69 0 0		
	" - "	17 3 4		
418	Scalford - N. 4	20 0 0	37	9 17 6
412	Sharnford - N. 6	79 0 0	49	21 5 2
415	Sheepshed - N. 3	*200 0 0		
	" - "	112 7 11	276	130 10 6
415	Sheepshed - R.			
397	Sheepy Magna. N. 5	108 0 0	39	16 13 4
416	Sileby - - N. 5	578 0 0	104	62 2 10
416	Sileby, St. Gregory's - R. 5	- - -	54	26 5 2
413	Stapleton - N. *b*	75 0 0		
418	Stathern - N. 7	- - -	59	6 15 9
412	Stoke Golding, Grammar - -	40 0 0		
418	‡Stonesby - N.			
414	Swannington N. 4	276 12 0	72	23 3 11
414	Swepstone - N.	40 0 0		
416	Syston - P. 3	- - -	176	77 17 4
409	Theddingworth Ch. 6	- - -	28	6 16 6
414	Thringstone N.	73 9 4		
411	Thurlaston - N. 7	444 6 0	81	38 18 4
416	Thurmaston N. 3	180 6 0	145	69 10 0
			30	8 11 8
418	Twyford - N. 3	76 0 0	40	20 17 4
			12	4 1 8
418	Twyford - W. 5	- - -	27	19 5 6
418	Waltham-on-the-Wolds N. 4	150 0 0	103	52 9 9
415	Whatton, Long N. 3	- - -	98	52 15 0
414	Whitwick - N. 3	*45 0 0	181	69 8 0
	" - "	754 19 4	26	9 5 0
411	Wigston, Great N. 7	137 10 0	156	66 11 6
			22	6 1 8
411	Wigston, Gt. B. 5	- - -	135	80 3 2
416	Woodhouse - N.	*66 0 0		
416	Woodhouse Eaves - - N. 5	118 0 0	136	63 12 1
414	Woodville - N. 4	191 6 8	84	39 16 8
415	Wymeswold N. 2	139 0 0	83	27 5 0
418	Wymondham Ch. 4	- - -	52	22 8 2

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	LINCOLNSHIRE.	£ s. d.		£ s. d.
430	Alford - - N. 5	194 18 6	226	85 9 5
			15	3 5 7
433	Alkborough N. 11	- - -	44	23 4 3
			c 48	31 8 0
430	Anderby - Ch. 5	- - -	20	9 2 0
433	Appleby - N. 11	- - -	74	35 15 10
			c 78	38 14 2
429	Asterby Achams - Ch. 2	152 10 0	81	36 14 8
428	Bardney, Kitching's Charity.			
428	Bardney - W. 2	391 0 0	89	31 15 4
442	Barkstone - N.	*50 0 0		
427	Barrowby - Ch. 11	- - -	105	25 4 7
433	Barton-on-Humber - N. 10	421 6 8	186	83 16 8
433	Barton-on-Humber - W. 2	616 15 0	183	92 11 8
			64	28 5 6
442	Bassingham N. 1	244 0 0	6	2 11 8
442	Bassingham W. 1	279 0 0	75	39 13 0
432	Beesby - - N.	15 0 0		
431	Belleau and Aby - - N. 3	165 10 0	104	59 6 8
442	Bennington, Long - - N.	243 0 0		
425	Bicker - - N.	72 0 0		
431	Binbrooke - N.	100 0 0		
426	Blankney - N. 1	- - -	21	11 19 10
434	Blyton - N.	75 0 0		
430	‡Bolingbroke New - - N.			
430	Bolingbroke, Old, and Hareby, Girls N.	65 0 0		
430	Bolingbroke, Old, Mixed N.	45 0 0		
425	Boston - - N. 6	632 17 8	289	113 8 0
425	Boston - - B. 3	28 19 5	206	118 16 6
425	Boston, East, Infants - 6	- - -	73	34 15 2
425	Boston - - W. 3	458 7 0	164	102 14 8
425	Boston, St. James', West Church - N. 6	- - -	283	130 18 2
433	Bottesford - N. 4	100 0 0	57	27 9 0
422	Bourne (East-gate), Mixed, Infants - 3	- - -	59	21 12 11
442	Brant-Broughton - - W. 1	- - -	53	19 17 6
432	Brocklesby Park - - N. 11	- - -	95	51 3 0
430	Burgh - - W. 2	219 10 6	50	32 4 0
430	Burgh-le-Marsh N. 5	- - -	91	48 9 7
			20	5 5 0
427	‡Burton Coggles P.			
434	Butterwick, West - Ch. 4	- - -	37	17 17 0
			7	2 9 2
432	Caistor - N. 3	456 0 0	125	57 18 10
442	Carlton-le-Moorlands N.			
431	Carlton, Little, Infants - N.	90 0 0		
432	Claxby - - N.			

a Removed from inspection. *b* School closed. For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868.) Average Attendance.	Amount.
	LINCOLN—*cont.*	£ s. d.		£ s. d.
442	Claypole - N. 2	116 5 8	62	32 17 2
432	Cleethorpe - N. 10	349 1 5	*a*	
431	Cockerington N.	42 0 0		
427	Colsterworth N. 5	- - -	92	51 0 3
429	Coningsby - N.	*60 0 0		
429	‡Coningsby - W.			
431	Covenham, St. Mary's - N. 3	29 1 0	61	39 12 2
175	Croyland - N. 2	- - -	87	20 19 4
422	Deeping, St. James' - N. 7	- - -	96	51 14 8
421	Deeping, West, Charity - Ch. 7	- - -	36	
428	Doddington N. 1	- - -	32	19 4 8
431	Donington-on-Baine - N.	190 0 0		
426	Dorrington - Ch. 7	- - -	60	25 0 0
428	Dunholme - Ch. 11	- - -	*c* 25 32	13 16 2 15 5 0
428	Dunston - N.	45 6 8		
311	Epworth - N. 4	93 10 0	66	30 1 4
426	Ewerby - Ch. 7	- - -	64	34 13 4
434	Ferry, West W. 2	- - -	66	38 12 0
428	Fiskerton - N. 11	278 0 0	33	5 2 11
442	Foston - - N.	84 0 0		
430	Friskney, Endowed - Ch. 6	350 0 0	105	18 15 0
429	Fulletby - N.	115 0 0		
434	Gainsborough, Boys - - N. 5	168 0 0	127 40	66 9 10 12 19 1
434	Gainsborough, Girls - - N. 5	- - -	71	21 6 5
434	Gainsborough, Infants - N. 5	- - -	110	48 8 10
434	Gainsborough W. 2	250 0 0	191	96 6 0
431	Gayton-le-Marsh - N.	*31 0 0		
424	Gedney, Drove End - - Ch. 7	264 0 0	43	16 12 6
424	Gedney Hill P.	286 0 0		
433	Glandford Brigg N. 4	425 0 0	155 15	72 17 8 6 2 6
427	Gonerby, Great N. 11	- - -	53	22 13 6
428	Gosberton - N.	256 19 4		
433	Goxhill - W. 2	360 0 0	100	62 1 4
427	Grantham - N. 3	1,528 0 0	350 119	172 6 8 29 9 2
427	Grantham - B. 10	*100 0 0 " 25 11 4	131	68 15 4
427	Grantham (Brownlow), Infants - Ch. 3	*105 0 0 " 150 0 0	96	44 4 4
427	Grantham (Little Gonerby), Infants - - N. 3	- - -	161	61 12 0
427	Grantham, Hurst's Charity - - *d*			
427	Grantham, St. Mary's - R.			
427	Grantham (Welby) Infants N. 3	308 0 0	138	59 11 0
432	Grasby - N. 3	- - -	28 9	14 2 0 1 1 8
	LINCOLN—*cont.*	£ s. d.		£ s. d.
421	‡Greatford - N.			
432	Grimsby, Great (Boys and Girls) N. 10	344 18 9	135 45	81 4 8 13 14 2
432	Grimsby, Great R.			
432	Grimsby, Great W. 2	1,050 0 0	492	233 15 2
433	Gunhouse - N. 4	- - -	17	5 15 10
426	Hale Magna Ch. 3	- - -	52	26 6 10
433	Halton, East P.	18 0 0		
430	Halton Holegate - - N. 5	135 0 0	60	27 3 6
428	Harmston - N. 1	155 7 0	46	24 7 2
432	Hatcliffe - W.	255 0 0		
434	Haxey - - Ch. 2	- - -	20	
426	Heckington N.	108 0 0		
428	Heighington, Girls - - N. *e*			
426	‡Helpringham N.			
427	Heydour - N. 1	- - -	28	12 13 10
430	Hogsthorpe N. 5	400 0 0	69	29 14 2
424	Holbeach, Girls - - N. 7	75 0 0	76	30 13 6
424	Holbeach, St. John's - N. 7	75 0 0	44	9 13 5
433	Holland, New N. 10	- - -	91	37 17 0
428	Holton-le-Bickering Ch. 12	- - -	26	11 4 8
429	Horncastle - N. 2	46 10 0	217	98 7 2
429	Horncastle - W. 3	787 0 0	150	73 1 6
429	Horsington - N.	197 2 6		
427	Hough with Brandon and Gelston - P. 1	- - -	34	13 10 0
433	Howsham - B. 2	- - -	53	26 14 2
430	Huttoft - N.	39 0 0		
430	Keal, West - N. 5	- - -	56 15	29 11 2 6 4 2
432	Kelsey, South, Ch. 2	- - -	55	24 18 6
426	Kirkby-la-Thorpe and Asgarby - Ch.	106 5 0		
433	Kirton-in-Lindsey - N.	*67 0 0		
426	Kyme, North B. 3	- - -	47	18 7 0
426	Kyme, South Ch. 1	- - -	58	26 7 0
432	Laceby - N. *f*			
432	Laceby, Stanford's Charity N. 10	- - -	107	*b*
432	Laceby - W. 2	- - -	51	23 9 10
422	Langtoff - Ch.			
428	Langworth-in-Newbold - Ch.	249 8 0		
426	Leadenham - N. 3	- - -	72 6	38 19 10 1 18 4
425	Leake (New and Old) - - B. 3	360 0 0	82	47 15 10
425	Leake, New - W. 3	180 0 0	39	12 5 1
431	Legbourne (Boys) N. 3	80 15 0	48 19	34 6 1 6 14 2
432	Legsby - - N.	40 0 0		

a Due, but not paid. *b* Refused under Article 52*d*. *c* For two years. *d* Merged into the National School.
e School given up. *f* Amalgamated with Laceby, Stanford's Charity, N.S.

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	LINCOLN—*cont.*	£ s. d.		£ s. d.
428	Lincoln - B.	206 0 0		
428	Lincoln, St. Martin's - P. 12	- - -	128	53 13 5
428	Lincoln, Central - - N. 12	- - -	283	129 8 4
428	Lincoln, North District - N. 12	397 10 0	208	94 18 0
428	Lincoln, Practising - N. 12	190 2 6	108	51 12 7
428	Lincoln, Miss Cookson's - N. 12	- - -	110	55 1 2
428	Lincoln - W. 2	1,427 0 0	510	276 9 2
432	Linwood - N. 3	- - -	22	15 12 3
432	Lissington - N. 3	160 0 0	42	25 4 2
431	Louth - - N. 3	*205 0 0	201	126 2 8
			31	12 12 6
431	Louth, Infants N. 3	- - -	153	77 9 0
431	Louth - - B. 2	618 0 0	242	143 17 7
431	Louth, Trinity N. 3	- - -	226	129 12 8
431	Louth - - W. 2	620 0 0	114	62 13 10
431	Ludborough, St. Mary's Ch. *a*	150 0 0		
433	Manton - N. 4	155 0 0	27	14 11 10
432	Market-Rasen N. 3	182 9 2	166	84 9 4
			29	9 14 8
431	Marsh Chapel N. 3	*60 0 0	87	42 15 6
434	Marton - N.	82 0 0		
433	Messingham N. 4	110 7 10	69	38 17 10
428	Metheringham N. 1	144 5 0	38	9 16 9
428	Metheringham W. 3	- - -	66	28 12 10
			7	2 10 10
422	Morton (Bourn) N. 3	- - -	63	7 15 1
428	Navenby, Girls Ch. 1	- - -	54	22 11 8
428	Nettleham - N. 12	399 0 0	110	57 17 4
434	Newton-on-Trent - P.			
432	Newton-on-the-Wolds - N.	40 0 0		
428	Nocton - Ch. 1	- - -	40	*b*
434	Northorpe - N.	48 0 0		
430	Orby - - N.	*28 0 0		
430	Ormsby-cum-Kelsby - N.			
426	Osbournby - Ch. 4	- - -	107	56 3 4
			12	4 3 4
432	Owersby - P. 3	43 15 0	77	47 2 2
428	Owmby - N. *c*	*36 0 0		
434	Owston - N. 4	81 0 0	63	33 2 4
			15	4 5 10
430	Partney - N. 5	220 0 0	45	13 12 3
423	Pinchbeck, East - - N. 7	140 0 0	121	48 2 2
423	Pinchbeck, St. Matthew's N. 7	- - -	44	13 6 2
423	Pinchbeck, West - - N. 7	- - -	78	35 3 2
428	Potterhanworth - N.	196 0 0		
430	Raithby - Ch.	54 3 9		
428	Repham - Ch.			
431	Reston - P.	96 0 0		

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	LINCOLN—*cont.*	£ s. d.		£ s. d.
429	Revesby - P. 5	- - -	72	38 17 10
			8	2 13 4
422	Rippingale - Ch. 3	- - -	61	34 18 8
			7	0 17 6
426	Rowston - N.	78 10 0		
426	Ruskington N. 3	- - -	130	51 7 2
431	Saleby - N.	50 0 0		
431	Saltfletby, Parish - N.	64 0 0		
433	Saxby - N. 3	- - -	38	23 2 1
			7	2 15 10
428	Saxilby - N. 1	180 9 3		
442	Scarle, North N. *a*			
434	Scottor and Scotton - N. 4	*100 0 0		
	" "	126 0 0	56	26 3 10
430	Skegness - N.			
428	Skellingthorpe N. 1	224 8 0	71	3 5 0
430	Skendleby - N.	60 0 0		
427	Skillington - N. 5	- - -	68	40 9 0
			9	3 7 6
425	Skirbeck - N. 6	190 0 0	120	51 11 8
425	Skirbeck, St. Nicholas' - N. 6	110 5 0	58	23 4 4
426	Sleaford, Infants - - N. 7	432 0 0	72	36 3 10
426	Sleaford, New (Alvey's Charity) - N. 7	227 0 0	130	40 12 6
426	Sleaford, New W. 10	242 3 1	139	59 0 2
432	Snitterby - N. 3	- - -	36	18 5 6
431	Somercotes, North - Ch. 3	- - -	99	40 11 10
428	Southrow - Ch.	234 0 0		
423	Spalding - N. 7	561 18 5	275	137 3 0
423	Spalding - B. 3	*180 0 0	166	62 17 8
	" "	116 0 0		
430	Spilsby - N. 5	596 0 0	107	56 2 2
			19	6 12 6
427	Spittlegate - N. *a*	89 3 4		
427	Spittlegate - W. 10	- - -	282	120 19 10
421	Stamford, St. George's - N. 3	- - -	82	37 10 0
421	Stamford, St. John's - N. 3	- - -	116	50 9 4
421	Stamford, St. Michael's - N. 3	- - -	133	63 19 9
430	Stickford - N. 5	93 0 0	22	2 11 6
434	Stow (Gainsborough) - N. 4	- - -	50	21 2 1
425	Sutterton - N. 7	193 5 0	52	25 9 5
424	Sutton Bridge, St. Matthew's Ch. * 7	300 0 0	39	14 4 0
430	Sutton-le-Marsh N. 5	- - -	28	8 11 8
424	Sutton, Long, Girls - - N. 7	- - -	90	43 11 0
424	Sutton, Long B.	*168 0 0		
424	Sutton, St. Nicholas' - N.	84 0 0		
431	Swaby - - N.	208 0 0		
442	Swinderby - Ch. 1	- - -	59	30 19 10
429	Tattershall - N. 2	242 12 0	54	19 11 8

a School closed. *b* Refused under Article 51*a*. *c* Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	LINCOLN—*cont.*	£ s. d.		£ s. d.
432	Tealby D'Eyncourt.			
429	Tetford - N. 2	- - -	58	30 10 10
429	Tetford - W. 3	57 12 8		*a*
431	Tetney - W. 2	318 0 0	53	14 19 2
431	Thoresby, North W. 2	341 0 0	67	42 13 6
426	Timberland - N. 6	66 5 0	38	18 6 8
430	Toynton, All Saints' - N.	100 0 0		
431	Trusthorpe - N. 3	- - -	34	18 4 4
424	Tydd, St. Mary's, Girls & Infts. N. 7	290 0 0	41	16 9 10
421	Uffington (Earl Lindsey's) - N.		94	38 15 10
430	Ulceby - N. 11	222 2 0	11	2 18 4
428	Waddington Ch. 1	176 0 0	62	29 13 2
430	Wainfleet, All Saints' and Northolme N. 6	351 0 0	107	50 12 6
430	Wainfleet, All Saints' and Northolme, Infant - N.	77 0 0		
430	Wainfleet, St. Mary's - N. 6	- - -	69	33 1 0
430	Wainfleet - W. 2	- - -	41	18 4 2
432	Waltham - W. 2	380 0 0	53	31 13 11
426	Welbourn - Ch. 3	- - -	47	21 6 4
			22	7 1 8
426	Wellingore - N. 3	45 0 0	76	28 12 10
			9	2 14 2
428	Welton - P. 12	- - -	81	43 0 11
431	Welton-le-Wold N. 3	*25 0 0	48	25 1 4
	" "	275 8 0	6	2 10 0
423	Weston, St. Mary's - N. 7	- - -	47	41 14 9
			4	1 5 0
424	Whaplode Drove - N.	61 19 6		
430	Wildmore Fen, Gipsy Drove N.	216 0 0		
434	Willoughton N. 3	142 0 0	74	41 15 10
433	Winteringham N. 11	168 0 0	68	28 5 6 *b*
			59	15 18 7
433	Winterton - N. 11	*90 0 0	63	30 19 6
	" - "	68 4 8		
433	Winterton - W. 2	226 8 0	83	42 15 6
430	Winthorpe - N. 5	- - -	32	6 0 5
431	Withern - N. 3	230 5 0	77	35 17 8
			6	0 15 0
433	Wootton - N. 10	- - -	43	20 2 10
			10	4 5 0
433	Wootton (Ulceby Junction) - W. 2	- - -	34	14 7 10
429	Wragby - Ch. 12	- - -	49	21 5 5
433	Wrawby - N. 4	158 0 0	72	36 10 4
			8	2 18 4
431	Yarburgh - P.	55 15 6		
	MIDDLESEX.			
134	Acton - N. 9	325 15 0	290	149 18 8
134	Acton, East, Infants - Ch. 9	- - -	37	17 16 6
134	Acton Green, Infants - Ch. 9	- - -	68	32 17 6
134	Acton - W. 3	- - -	40	19 1 6
9	Agar Town, Boys - N. *c*			
9	Albany Street, Little - R. 1	- - -	126	65 0 4
132	Ashford - N. 5	193 6 3	57	19 1 0
3	Audley Street (North), St. Mark's - N. 7	- - -	336	148 2 6
3	Audley Street (South), Grosvenor Chapel N. 10	- - -	105	42 11 8
14	Baldwin's Gardens - N. 4	38 0 0	223	108 7 10
			33	11 0 10
14	Baldwin's Gardens, St. Bridget's - R. 11	- - -	241	108 11 0
9	Baldwin's Place, St. John's - N. *c*			
19	Barbican, St. Giles' (Jacob's Well Court) - B. *c*	*150 0 0		
1	Bayswater - N. 6	- - -	393	194 19 10
1	Bayswater, St. Mary's - R.			
1	Bayswater, St. Peter's - N. 2	332 13 9	187	65 18 8
132	Bedfont and Hatton - N. 6	164 15 0	98	28 2 6
21	Bethnal Green (Abbey St.) - B. 3	*750 0 0	715	352 17 4
	" "	968 0 0		
21	Bethnal Green (Castle Street), Gascoigne Place - - B. 6	766 10 0	190	86 9 0
21	Bethnal Green, Church Row N. 2	256 0 0	390	183 6 6
			47	18 14 2
21	Bethnal Green (Club Row), Infants - 2	- - -	73	26 12 2
21	Bethnal Green Good Shepherd, Mape Street - B. 4	- - -	110	35 12 0
21	Bethnal Green (Nova Scotia Gardens) - N.			
21	Bethnal Green, St. Andrew's N.	395 0 0		
21	Bethnal Green, St. Bartholomew's - N. 3	1,036 0 0	435	200 11 0
21	Bethnal Green, St. James the Great - N.	424 0 0		
21	Bethnal Green, St. James the Less - - N. 3	1,398 3 0	532	209 0 2
21	Bethnal Green, St. John's - N. 2	693 19 2	279	111 12 6
21	Bethnal Green, St. Jude's - N. 3	500 0 0	141	57 8 0
			57	7 2 6

a School closed during past year, but now reopened. *b* For two years. *c* School closed.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
21	Bethnal Green, St. Luke's N.	316 2 6		
21	Bethnal Green, St. Matthew's N. 2	537 10 0	273	183 8 0
21	Bethnal Green, St. Peter's - N. 2	573 9 4	188	71 2 10
21	Bethnal Green, St. Philip's N. 3	636 0 0	243	103 10 7
21	Bethnal Green, St. Simon Zelotes' (Bullard Street) - N. 3	423 4 0	370	96 14 6
21	Bethnal Green, St. Simon Zelotes' (Morpeth Street) N.	400 0 0		
21	Bethnal Green, St. Thomas' N. 3	653 16 0	294	128 8 11
21	Bethnal Green, (Twig Folly) B.	*250 0 0		
19	Blackfriars, St. Andrew's Hill - - N.	142 0 0		
7	Blandford Square - R.			
7	Blandford Square Reformatory - R.			
12	Bloomsbury N. 3	- - -	339	136 17 6
12	Bloomsbury (Broad St.), Refuge for Girls.			
12	Bloomsbury, Great Queen St. Refuge.			
25	Bow, Tredegar Road - - W. 1	- - -	172	81 2 6
134	Brentford - B. 4	*250 0 0	393	213 8 0
	" - "	814 0 0		
134	Brentford, Central, Ragged 5	- - -	121	8 12 11
134	Brentford, New - - N. 6	*90 0 0		
	" "	126 10 0	228	98 15 8
134	Brentford, Old - - N.	*85 0 0		
134	Brentford - R.			
14	Britannia Court, Gray's Inn, Industrial.			
25	Bromley, George St. - B. 11	*125 0 0	a 155	54 6 10
	" "	10 7 0	a 145	64 2 2
25	Bromley, St. Gabriel's, Infants - N. 10	- - -	134	55 7 2
25	Bromley, St. Leonard's - N. 10	357 10 0	351	184 6 10
25	Bromley, St. Michael and All Angels', Boys - - N. 10	- - -	249	131 12 0
			14	3 15 0
1	Brompton - N. 6	470 2 6	199	113 5 4

a For two years.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
1	Brompton, Lower Grove, Industrial - R.			
2	Brompton (Marlboro' Square), Boys R. 3	- - -	118	70 3 10
2	Brompton, The Oratory R. 3	- - -	204	105 18 4
1	Brompton, St. Martha's, Reformatory R.			
1	Brompton, West, St. Mary's, Juvenile and Infants - N. 1	- - -	84	45 6 8
5	Buckingham Palace, Royal Mews - 4	*100 0 0	45	*b*
16	Bunhill Row, St. Joseph's R. 5	- - -	335	164 17 4
9	Camden Town N. 3	*100 0 0		
	" " "	525 9 4	270	109 6 2
9	Camden Town, Family Home.			
9	Camden Town (Brook St.), Ragged and Reformatory.			
1	Campden Hill, St. George's N. 3	144 13 9	304	138 5 10
134	Central London District (Hanwell), School of Industry.			
7	Charles St., St. Andrew's, School of Industry.			
16	Charterhouse, St. Mary's, Golden Lane, Free - - 9	5,909 0 0	627	207 0 4
16	Charterhouse, St. Thomas', Upper and Lower (Goswell Street) N. 9	3,434 14 8		
	Boys' Department, 2nd School, 1st Division -	- - -	176	73 1 4
			34	4 17 4
	Girls' Department-	- - -	162	83 14 8
	Girls' 2nd School - *c*		34	4 5 0
	Infants' Department -	- - -	111	39 4 8
			31	7 6 3
	Boys' 3rd School -	- - -	34	3 0 0
2	Chelsea, Ch. Ch. - - N. 12	462 10 0	318	134 0 8

b No grant claimed.

c Merged into girls' department.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
2	Chelsea, Markham Street, St. Luke's, Infants Ch. 5	- - -	208	125 12 6
2	Chelsea, St. Joseph's - R. *a*			
2	Chelsea, St. Jude's - N. 4	297 13 4	163	66 14 4
2	Chelsea, St. Jude's, Ragged.			
2	Chelsea, St. Luke's - P. 5	- - -	600 49	405 7 9 16 2 6
2	Chelsea, St. Luke's, Onslow Dwelling, Mixed, Girls - - N. 5	- - -	185	97 14 0
2	Chelsea, St. Luke's (Park Chapel) - N. 2	14 6 8	448	164 14 6
2	Chelsea, St. Mark's, Practising - 11	733 0 0	*b* 395 362	142 5 4 146 17 4
2	Chelsea, St. Mary's - R. 3	- - -	91	44 13 0
2	Chelsea, School of Discipline.			
2	Chelsea, Upper, St. Saviour's N. 2	599 10 0	466	188 14 0
2	Chelsea, St. Simon's - Ch. 4	- - -	122	13 15 2
2	Chelsea (Sloane St.), Female Home.			
2	Chelsea (Upper), Trinity - N. 12	*63 0 0	391	179 14 10
	„ „	177 6 0		
134	Chiswick, Boys, Girls, and Infants - N. 9	- - -	281 *b* 296 22	107 8 10 123 16 0 6 5 0
16	City Road, St. Matthew's - N. 11	250 0 0	*b* 177 166	82 8 8 74 2 8
15	Clerkenwell, Church of the Holy Trinity - R. 11	- - -	298 146	158 0 6 41 18 4
15	‡Clerkenwell, Lamb and Flag Ragged.			
15	Clerkenwell, St. Mark's - N. 3	- - -	329 20	151 13 6 4 15 0
15	Clerkenwell, St. Paul's - N. 7	1,083 12 0	195	60 17 1
15	Clerkenwell, Upper Rosoman Street, St. Peter and St. Paul - R. 11	- - -	39	17 2 10
23	Commercial Road, St. Patrick's - R.			
13	Covent Garden (Hart Street) - B. 1	*400 0 0	154	65 3 5
	„ „	41 6 8	*c* 25	0 0
11	Dalston Refuge for the Destitute.			
133	Drayton, West N. 6	471 0 0	110 11	45 14 4 1 7 6
12	Drury Lane, Charles St. R. 2	3,000 0 0	324	160 11 0
5	Drury Lane, Crown Court Ch. of Scotld. 1	500 0 0	384	168 6 10
6	Dufour's Place, Broad Street, St. Edward's R. 2	- - -	345	191 9 10
134	Ealing - - N. *a*			
134	Ealing - - B. 12	- - -	170	122 13 10
134	Ealing, St. Mary's and Ch. Ch., Infants - - N. 4	179 17 6	74	31 14 8
134	Ealing, Girls, Lady Rawlinson's Charity - -			
7	Edgware Road, John Street, Trinity Chapel *d*			
137	Edmonton - Ch. 7	- - -	22	4 14 4
137	Edmonton, Lower - B. 8	- - -	68	34 2 3
137	Edmonton, Upper, St. James' - Ch.	118 0 0		
137	Enfield - N. 7	- - -	165 26	101 14 6 10 10 0
137	Enfield - B.	*200 0 0		
137	Enfield Highway, St. James' Chapel - - N. 7	*203 0 0	217	106 0 6
	„ „	202 12 5	21	7 10 10
137	Enfield Highway, St. James', Infants (Ponder's End) N. 7	85 0 0	74	32 6 4
137	Enfield, Jesus Chapel (Bull's Cross) - N. 7	75 0 0	88	33 16 3
137	Enfield Lock, Government Factory School 7	- - -	142 44	76 6 2 22 11 8
132	Feltham - N. 5	121 7 6	37	16 1 4
136	Finchley, East End - - B. 6	60 0 0	74	15 18 3
136	Finchley, Mixed and Infants - Cong. 1	- - -	73 47	38 1 9 18 14 2
136	Finchley, St. Mary's - N. 4	1,058 15 6	92	35 15 11
136	Finchley, Trinity, Industrial and National -	610 0 0		
20	Finsbury, St. James' (Curtain Road) - N. 2	600 0 0	234	72 1 0

a Removed from inspection. *b* For two years. *c* Retiring pension. *d* School closed.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
16	Finsbury, St. Paul's - N.	365 0 0		
16	Finsbury, Whitecross Place, Wilson Street - B.	452 0 0		
16	Finsbury, Wilson Street - W. *a*	20 0 0		
14	Fisher Street, Red Lion Square B.	*334 0 0		
9	Fitzroy Sq. - B. *b*			
136	Friern Barnet N. 7	373 10 0	146	66 17 11
136	Friern Barnet, Cromwell Road - - N.	97 6 3		
1	Fulham, All Saints' - N. 3	150 10 0	308	158 10 2
1	Fulham, St. Mary's, North End - - N.	142 0 0		
1	Fulham, St. Thomas' - R. 4	- - -	252	140 6 8
23	George's, St., in the East, Centenary Chapel - W. 11	- - -	129	48 6 5
23	George's, St., in the East, Ch. Ch. (Walburgh St.), Lower - Ch. 11	1,239 18 5	488 13	229 19 2 3 15 10
23	George's, St., in the East, Middlesex Society's Charity, Cannon St. Road - 11	776 4 0	230	167 15 9
23	George's, St., in the East, Mission - Ch.			
23	George's, St., in the East, Pell Street - R.			
23	George's, St., in the East, St. Mary's (Johnson St.), Upper - N. 11	1,078 0 0		*c*
23	George's, St., in the East, St. Matthew's N. 11	- - -	*c*	*d* 7 10 0
12	Giles', St., in the Fields, (Endell St., Long Acre) N. 4	3,000 0 0	739 26	365 19 6 12 13 4
12	Giles', St., in the Fields, Trinity (Parker Street, Drury Lane) N. 5	- - -	71	12 5 3
12	Giles', St., in the Fields, and St. George's Bloomsbury P.			

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
9	Gray's Inn Road (Cromer Street), New Jerusalem - B. 4	- - -	126	65 15 6
135	Greenhill (Harrow) - N. 5	96 0 0	55	26 3 2
21	Hackney Road, Adelphi Chapel, Gloucester Street - B. 3	- - -	343	174 7 0
21	Hackney Road, Ann Place - B.	240 0 0		
11	Hackney (Pleasant Place), Infants - Ch. 2	59 16 10	202	96 16 6
20	Hackney Road (Weymouth Terrace) - B. 6	976 19 4	472	239 1 6
11	Hackney, St. John's, Free and Parochial 2	56 14 6	253	128 14 8
11	Hackney, South Charity - N. 2	- - -	153	77 10 2
11	Hackney, Trewint Industrial Home.			
11	Hackney, West N. 2	*200 0 0	210	67 12 2
20	Haggerstone, Hertford Pl. B.	*50 0 0		
20	Haggerstone, St. Augustine's, Inft. Ch. 1	- - -	171	100 18 0
20	Haggerstone, St. Mary's - N. 1	*240 0 0		
	" " "	159 0 6	267	131 13 7
20	Haggerstone, St Paul's - N. 1	- - -	147	85 7 11
20	Haggerstone, Stonebridge, All Saints' N. 1	407 0 0	148	62 2 10
1	Hammersmith, Asylum of the Good Shepherd Reformatory R.			
1	Hammersmith B. *e*	*150 0 0		
1	Hammersmith, Brook Green, Blyth House Reformatory.			
1	Hammersmith, St. John's - Ch. 3	200 0 0	164	76 19 8
1	Hammersmith, St. Mary's, Practising - R. 2	276 0 0	151	74 12 10
1	Hammersmith, St. Paul's - N. 3	*120 0 0	325	113 17 0
	" "	23 6 8	25	3 2 6
1	Hammersmith, St. Peter's, Boys - - N. 9	391 0 0	*c*	*d* 7 10 0
1	Hammersmith, St. Peter's, Girls - - N. 9	- - -	148	33 2 6

a School sold and grant repaid.
b Pension only.
c Due, but not paid.
d Paid under Art. 90[1] (1).
e School not existing.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
8	Hampstead, Ch. Ch. - N. 4	769 6 0	260	141 14 4
8	Hampstead Family Home.			
8	Hampstead, St. John's - P. 4	1,386 0 0	251	143 6 6
8	Hampstead, St. John's Chapel (Downshire Hill) - - N. 4	- - -	109	49 13 4
8	Hampstead, St. Mary's - R. *a*			
8	Hampstead, (West End) N.	110 0 0		
47	Hampton, Girls - - N. 3	- - -	36	5 6 3
47	Hampton, New - - Ch. 3	- - -	42	29 11 11
47	Hampton, New, St. James' - N.	62 0 0		
47	Hampton Wick - - N. 3	30 0 0	107	53 6 0
47	Hampton Wick, Free *b*			
134	Hanwell - N. 4	329 16 0	193	114 0 8
132	Hanworth - N.	90 0 0		
132	Harlington and Cranford - N. 7	166 0 0	89	37 5 2
132	Harmondsworth N. 11	92 3 9	83	34 11 10
135	Harrow - N. 5	*50 0 0	270	136 11 10
	" "	504 0 0		
135	Harrow Weald " N. 5	305 2 0	136	63 9 6
9	Haverstock Hill, Boys - R. 5	- - -	58	28 8 2
133	Hayes (Infant) - - N. 6	*60 0 0	88	43 0 2
	" "	115 0 0		
133	Hayes, Triplett's Charity 6	- - -	69	*c*
135	Hendon - N. 4	779 0 0		*e*
135	Hendon, All Saints'(Child's Hill) - - Ch. 4	276 0 0	66	21 0 0
134	Heston, Industrial and National - 6	398 12 6	181	89 18 10
			28	7 13 4
10	Highbury, Metropolitan Practising - *a*	450 0 0		
10	Highbury Vale, Ch. Ch. - Ch. 1	*80 0 0	140	69 9 0
	" "	199 15 0		
10	Highbury - W. 11	- - -	259	112 8 2
137	Highgate - B. 7	- - -	142	55 17 6
10	Highgate, St. Joseph's - R. 5	- - -	125	57 12 2
137	Highgate, St. Michael's - N. 4	2,125 0 0	276	130 10 8
			16	6 3 4
133	Hillingdon, Girls and Infants - N. 5	108 10 10	106	39 10 6
133	Hillingdon and Cowley, Boys - - N. 5	31 6 0	96	32 5 7
14	Holborn, St. Alban's - N. 5	- - -	168	36 13 8
14	Holborn (Hatton Garden),	- - *d*	210	98 2 8
8	St. Andrew's P. 11		213	101 2 8
14	Holborn, St. Andrew's, Trinity District - - N. 4	- - -	88	36 5 10
14	Holborn, St. George the Martyr (Theobald's Road) N. 3	642 0 0		
12	Holborn, St. George the Martyr (Queen Square) - Ch.	577 5 0	121	28 5 2
9	Home and Colonial Model, Mixed - 6	- - -	132	46 6 8
9	Home and Colonial Model, Infants - 6	- - -	156	61 4 6
9	Home and Colonial Practising, Lower 6	- - -	143	54 18 4
9	Home and Colonial Practising, Upper 6	- - -	197	78 16 0
25	Home in the East Reformatory.			
11	Homerton, St. Barnabas' - P. 1	- - -	26	1 11 10
11	Homerton, Ram's, Episcopal.			
137	Hornsey - N. 4	133 0 0	242	114 16 0
137	Hornsey, South, Milton Congregational - 7	- - -	201	18 5 3
134	Hounslow, Subscription - Ch. 3	- - -	208	104 15 10
134	Hounslow, Infants - - 3	- - -	86	37 9 10
134	Hounslow Heath, Mixed N. 6	170 0 0	152	68 4 0
			14	3 13 4
20	Hoxton, New North Road, Mintern St. W. 2	1,360 0 0	635	313 5 4
20	Hoxton, St. John's - N. 1	886 6 8	605	270 2 2
20	Hoxton, Trinity - P. 1	656 5 0	474	200 17 2
			26	3 5 0
134	Isleworth, Endowed Charity - - Ch. 4	- - -	252	49 8 9
			32	9 13 4
134	Isleworth, St. Mary's - R. 4	- - -	43	20 6 2
134	Isleworth, Woodlands, St. John's - N.			
10	Islington, All Saints' - N. 4	548 15 0	415	173 18 2

a School closed. *b* Removed from inspection. *c* Refused under *Article 52 d*.
d For two years. *e* Due, but not paid.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
10	Islington, All Saints', District, Infants and Sunday -	79 0 0		
10	Islington, Chapel of Ease - - P. 3	30 0 0	647	342 1 10
10	Islington Reformatory.			
10	Islington, St. Andrew's, Infants - N.			
10	Islington, St. Bartholomew's Ch. 1	- - -	71	32 4 0
10	Islington, St. Clement's - N. 11	685 11 5	*a* 354	184 16 8
			a 475	205 2 4
10	Islington, St. James' (Holloway) - N. 3	*100 0 0		
	,,	1,099 7 6	521	271 15 8
10	Islington, St. John's - R. 3	- - -	243	115 4 0
10	Islington, St. John's (Upper Holloway) N. 4	507 18 0	390	186 2 0
10	Islington, St. Jude's - Ch. 11	1,128 0 0	225	104 17 6
10	Islington, St. Jude's, Elementary 11	- - -	369	97 9 2
10	Islington, St. Mary's - N. 4	1,940 8 4	437	218 0 8
10	Islington, St. Matthew's N. 3	- - -	228	97 16 11
10	Islington, St. Michael's - N. 11	- - -	374	330 10 3
10	Islington, St. Paul's - N. 4	*287 0 0	277	121 16 10
10	Islington, St. Peter's - N. 12	516 0 0	278	122 8 2
10	Islington, St. Stephen's - N. 1	164 3 4	293	137 12 6
10	Islington, St. Stephen's, Infants - N.	375 0 0		
10	Islington, St. Thomas' - N. 4	679 3 9	520	239 12 2
			10	4 6 8
10	Islington (South) and Pentonville B. 6	553 0 0	247	146 6 8
10	Islington, Trinity - N. 4	54 0 0	349	161 17 1
10	Islington, Union Chapel (Church Street) - B. 11	*200 0 0	123	74 17 7
9	John Street Chapel (Calthorpe St.) B.	*500 0 0		
7	†John's Wood, St., Family Home.			
7	John's Wood, St. - - R. 2	- - -	189	98 17 2
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
7	John's Wood, St., St. Stephen's N. 4	65 9 0	253	127 13 10
2	Kensall Green, St. John's - N. 6	440 15 0	261	114 7 11
			21	10 17 6
1	Kensington, Ch. Ch. (Gore Lane) - N. *b*	120 0 0		
1	Kensington, Free - - 2	- - -	512	89 3 0
1	Kensington Gore (Park Lane) - - B. *b*	*30 0 0		
1	Kensington Gravel Pits N.	130 0 0		
1	Kensington, Horton St. B.	*200 0 0		
1	Kensington, Jennings' Buildings District - -	241 0 0		
1	Kensington, St. Clement's N. 2	336 8 9	206	101 0 6
1	Kensington, St. Barnabas and St. Philip (Earl St.) - - P. 6	287 0 0	172	86 13 4
1	Kensington (Vicarage Place) R.			
9	Kentish Town N. 4	846 0 0	402	130 15 5
135	Kenton - - N.	33 0 0		
8	Kilburn, St. Mary's - Ch. 4	- - -		
135	Kilburn, Trinity, Boys - - N. 4	354 0 0	307	151 9 4
135	Kilburn, Trinity, Girls and Infants N.	338 0 0		
132	Laleham - Ch.			
24A	Limehouse, St. Anne's - N. 12	78 10 0	*c*	*d* 7 10 0
24A	Limehouse, St. Anne's, Infants - N. 12	499 0 0	*c*	
24A	Limehouse, St. John's - N. 12	935 1 7	506	249 10 4
			16	4 15 0
24A	Limehouse - W. 2	336 6 8	148	58 19 0
12	Lincoln's Inn Fields (Gate Street) - R. 2	100 0 0	300	148 13 11
7	Lisson Grove B.			
7	Lisson Grove, St. Paul's (The Bentinck Schools) 3	1,923 0 0	490	235 7 6
1	Lisson Grove (New Road), Destitute Girls' and Industrial Refuge.			

a For two years.
c Due, but not paid.

b School pulled down.
d Paid under Art. 90[1] (1).

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
17	London, Aldersgate Ward (Packlington) 6	1,400 0 0	176	*a*
17	London, Cripplegate, Chapel St. Unitarian Domestic Mission - 6	- - -	226	87 0 0
19	London, Cripplegate within Ward - 2	- - -	63	11 7 1
24A	London, East (Johnson St.) R.			
24A	London, East (14 Red Lion Street, Wapping) - - R.			
19	London, East (Shoe Black Society), Refuge and Reformatory.			
17	London, City of, First School - 3	- - -	103	42 9 4
17	London, City of, Fourth School (Fire Ball Court), Houndsditch 3	55 6 8	187	50 5 7
18	London (Fox and Knot Court) - B.			
18	London, Harp Alley (Farringdon St.) B. 6	- - -	82	33 7 2
	‡London, Langbourne Ward			
19	London, North-west Industrial.			
19	London, North-west Reformatory.			
16	London, St. Barnabas' (King Sq.)- N. 11	*250 0 0		*b*
19	London, St. Bartholomew's (Moor Lane) Ch. *c*			
18	London, St. Dunstan's in the West - N. 2	- - -	134	55 17 4
19	London, City of, (Shoe Lane, Holborn) Second School - 3	71 10 0	156 19	59 7 2 6 9 2
19	London, South-east, City, Infants - 12			
19	London, Tower Ward, Charity. 9			
1	Maida Hill Industrial Refuge.			

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
5	Martin's, St., in the Fields (Adelaide Place) - N. 3	60 0 0	518	260 15 6
5	Martin's, St., in the Fields, Northern - N. 3	1,334 1 6	359	167 17 6
7	Mary-le-bone, Bell Street, Ragged.			
7	Mary-le-bone, Central - N. 5	2,500 0 0	581	293 19 8
7	Mary-le-bone, Christ's Chapel - - N. 2	*165 0 0		
	" " "	67 0 0	445	213 2 4
7	Mary-le-bone, Ch. Ch. - N. 2	- - -	507 30	230 7 4 12 10 0
7	Mary-le-bone, (Eastern) All Souls', Infants, &. N. 4	- - -	624 47	326 8 6 16 14 2
7	Mary-le-bone, Grotto Passage, Ragged.			
7	Mary-le-bone, Hampden Gurney N. 4*d*	- - -	471 35	274 16 6 12 14 2
7	Mary-le-bone, Hill Street, Dorset Sq., Reformatory.			
7	Mary-le-bone U.			
7	Mary-le-bone Pres.	*e*		
7	Mary-le-bone, Quebec Chapel, Girls' - N. *d*			
7	Mary-le-bone Road - - R. 1	- - -	273	120 17 10
7	Mary-le-bone, St. Barnabas N. 2	- - -	83	36 6 11
7	Mary-le-bone Lane, St. James' - R. 1	- - -	428	215 17 10
7	Mary-le-bone, St. Luke's (Nutford Place) - N. 4	1,465 0 0	364	181 5 2
7	Mary-le-bone, St. Mark's N. 3	- - -	173	86 2 0
7	Mary-le-bone, St. Matthew's - N.			
7	Mary-le-bone, Trinity - N. 5	- - -	629	293 11 8
7	Mary-le-bone, (Western) - N. 3	- - -	475 13	234 2 2 1 12 6
14	Metropolitan, West, Jews' School (Red Lion Square) - 1	- - -	126	59 0 0
22	Mile End, Latimer Chapel (Bridge Street) - B. 2	120 0 0	153	71 16 4

a Refused under Article 52 *d*. *b* Due, but not paid. *c* Removed from inspection.
d Portman Square N.S., and Marylebone, Quebec Chapel, Girls, N.S., are merged into the Hampden Gurney Schools. *e* School not existing.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
22	Mile End New Town (Church Street) - B. 1	- - -	245	135 12 2
25	Millwall - B.	252 0 0		
136	Mimms, South N.	*75 0 0		
19	Moorfields, St. Mary's (Bunhill Row) - R. 4	- - -	87	47 10 8
7	Moor Street, Edgware Road - - R.			
137	Muswell Hill, St. James' - N. 4	165 0 0	78	32 16 10
1	Norland and Kensington Potteries - N. *a*	150 0 0		
133	Northolt - Ch. 6	87 15 0	39	18 12 10
133	Northwood - Ch. 4	170 0 0	50	24 2 8
1	Notting Dale B. 3	- - -	149	63 4 4
1	Notting Hill, Horbury - B. 2	- - -	236 10	85 19 5 2 11 8
1	Notting Hill and Kensington - N. *b*	22 2 6		
1	Notting Hill, Pottery Lane R. 3	- - -	83 12	33 12 4 1 10 0
1	Notting Hill, St. Francis' R.			
1	Notting Hill, St. James'- N. 1	293 8 9	347	160 7 6
1	Notting Hill, St. John's - Ch. 9	687 0 0	383	194 6 8
25	Old Ford, St. Stephen's - N. 10	384 0 0	157	73 15 8
16	Old Street Road, St. Mark's - N. 5	410 0 0	282 13	125 17 4 1 12 6
1	Paddington, All Saints'- N. 6	180 0 0	202	96 11 0
1	Paddington Green, St. Mary's - N. 6	*250 0 0	308	99 2 6
1	Paddington, Harrow Road, Woodfield District - N. *c*			
1	Paddington, Home Reformatory.			
1	Paddington, Ranelagh Road Mission - 4	- - -	86	10 1 8
1	Paddington, St. James' and Ch. Ch. N. 2	927 0 0	389	199 8 4
1	Paddington, St. John's - N. 1	- - -	226	73 19 9
1	Paddington, St. Luke's Ch. 2	- - -	58	7 2 6
1	Paddington, St. Peter's Ch. 7	- - -	122	56 2 4
1	Paddington, St. Stephen's N. 2	628 0 0	390	177 12 8
1	Paddington, Holy Trinity N. 6	618 10 0	462	262 16 10
9	Pancras, St. - N. 4	- - -	674	280 6 10
9	Pancras, St., Ch. Ch. (Upper Albany Street) - N. 4	*320 0 0 245 11 4	604 17	268 2 6 3 10 10
9	Pancras, St., Ch. Ch. (Edward St.) - N.	303 18 9		
9	Pancras (Old), St. - - N.			
9	Pancras, St., Euston Road, Industrial Boys' Home.			
9	Pancras, St., Little Howland Street, St. Charles R. 3	- - -	147	72 2 10
9	Pancras, St., Percy Chapel, The Russell School of Industry - *d*	*50 0 0 6 10 0		
9	Pancras, St., Regent Square Church (Dutton Street) N. 10	640 0 0	154	59 19 10
9	Pancras St., All Saints, (Gordon Sq.) N. 11	1,991 2 8		*e*
9	Pancras, St., St. Anselm's R. 3	- - -	45	15 5 4
9	Pancras, St., St. James' District (Hampstead Road) - 9	- - -	216	73 2 5
9	Pancras, St., St. John the Evangelist's N. 6	3,000 0 0	508	237 4 10
9	Pancras, St., St. Matthew's (Bedford New Town) N. 7	599 7 6	274	103 6 9
9	Pancras, St., Somers' Town, Brill Mission - 7	- - -	112	29 11 10
9	Pancras, St., HolyTrinity N. 4	1,001 10 0	450 11	186 16 11 3 4 2
9	Pancras, St., Woburn Chapel - Epis. 9	- - -	245	94 14 2
15	Pentonville, Infants - Ch.			
15	Pentonville, St. Silas', Penton St. N. 10	- - -	96	43 19 6
3	Pimlico, Eaton Chapel - N. 2	- - -	46	17 12 0
3	Pimlico, Ebury Street, Mixed.			

a School sold and proceeds applied towards the erection of Notting Hill, St. James' N.S.
b Incorporated with Notting Hill, St. John's, N.S. *c* School sold. *d* School closed. *e* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
3	Pimlico, Queen Street, Mrs. Towers' Sch. 6	- - -	86	32 11 11
3	Pimlico, Ranelagh Road - W. 8	- - -	190	56 2 3
3	Pimlico, St. Barnabas' - N. 1	410 0 0	259	113 4 2
3	Pimlico, St. Gabriel's - N. 2	1,102 5 0	455	218 15 10
3	Pimlico, St. Michael's - N. 2	1,063 0 0	561	265 6 10
3	Pimlico, St. Peter's - N. 12	- - -	310	130 8 0
135	Pinner - N. 4	277 14 4	139 12	83 16 0 3 0 0
25	Poplar, All Saints', Boys N. 2	- - -	201	80 9 2
25	Poplar, All Saints', Infants - N. 2	- - -	178	87 8 10
25	Poplar, All Saints' (Wade Street) - B. 1	- - -	205	93 6 0
25	Poplar, Ch. Ch. - - N. 2	630 0 0	258	139 9 9
25	Poplar, Garford St. - Ch. 2	- - -	205	139 10 0
25	Poplar, Hale St. - - W. 4	- - -	224	123 17 6
25	Poplar, Ladies' Charity - 1	- - -	47	24 15 11
25	Poplar, Regent St. - B. 7	- - -	242	*a*
25	Poplar, Northumberland Street, St. Saviour's - N. 1	963 0 10	508	216 1 8
25	Poplar and Blackwall, Free - - B. 4	- - -	468	261 19 10
7	Portland (Riding House St.), Portland Place - B. 2	- - -	370	168 1 2
7	Portland Town, Infants - Ch. 6	- - -	242	113 2 6
7	Portland Town, Family Home.			
7	Portman Chapel (East Street), Marylebone - Ch. 4	1,434 6 0	505	251 18 10
7	Portman Square - N. *b*			
7	Portman Square, St. Thomas' N. 5	759 15 0	318	156 10 0
136	Potter's Bar, St. John's - N. 7	- - -	66	29 2 6
12	Queen Street, Great - W. 5	1,700 0 0	245	113 9 1
16	Radnor St., St. Luke's (City Road) W. 6	*225 0 0 937 0 0	509	256 11 8
24A	Ratcliffe Cross, St. James' - N.	250 0 0		

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
135	Roxeth, Ch. Ch. District 5	*c*75 0 0	57	29 3 10
133	Ruislip - Ch. 6	231 5 0	68	28 4 10
14	Saffron Hill, St. Peter's (Onslow Street) - N. 4	187 0 0	241 17	127 8 0 6 0 10
18	Sepulchre's, St., Boys and Girls (Greenhill Rents, Cowcross) - P. 12	- - -	192	77 6 8
18	Sepulchre's, St. (Within), Ball's Court (Giltspur St., Snow Hill) Boy's - - N. 12	22 10 0	81	15 15 0
18	Sepulchre's, St., Girls (38, King Street, Snow Hill) N. 12	- - -	109	46 9 2
1	Shepherd's Bush, St. Stephen's - P. 3	- - -	161 16	76 19 8 5 16 8
1	Shepherd's Bush, St. Stephen's (Latymer Road) - N. *d*			
132	Shepperton - N. 6	- - -	45	19 10 8
132	Shepperton, Girls and Infants - N. 6	- - -	73	19 15 0
20	Shoreditch, St. Leonard's N. 10	125 0 0	166	40 10 10
20	Shoreditch, St. Leonard's, Infants - N. 10	- - -	134	54 13 8
20	Shoreditch, St. Leonard's - U.			
9	Somers Town B. 6	929 17 0	290	135 3 8
9	Somers Town, Grenville St. B. 5	- - -	128 17	61 16 0 2 2 6
9	Somers Town, Middlesex St. - - Pres. 7	- - -	227	100 2 10
133	Southall - N. 5	212 0 0	104	42 10 2
137	Southgate - N. 7	- - -	98	43 6 0
137	Southgate - B. 4	- - -	30	3 4 9
20	Spital, St. Mary's - N.	642 15 0		
22	Spitalfields P. and N. 9	52 10 0	*e*	*f* 2 10 0
22	Spitalfields, Bell Lane Jews 2	- - -	1,668	*a*
22	Spitalfields, Booth St., Infants - N. 9	- - -	79	23 10 4
22	Spitalfields, King Edward's - 3	- - -	357	146 11 8
22	Spitalfields, Refuge for Girls.			

a Refused under Article 52 *d*.
b Portman Square N.S. and Marylebone, Quebec Chapel, Girls N.S. are merged into the Hampton Gurney Schools.
c Grant made under the name of Sudbury in Harrow.
d School closed.
e Due, but not paid.
f Addition to grant for 1867.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
22	Spitalfields, St. Ann's (Goulston Street) - R. 3	- - -	155	77 16 8
22	Spitalfields, St. Ann's (Hunt Court) R. 3	- - -	313	156 0 4
22	Spitalfields, St. Ann's (Princes Street) - R. *a*			
22	Spitalfields, (Spicer St.) (Boys) Free St. Ann's R. 3	- - -	176	59 5 0
21	Spitalfields, Spicer St., Unitarian Domestic Mission - 7	- - -	209	114 4 6
22	Spitalfields, Wood St. - B. 3	515 13 4	160	63 2 5
134	Spring Grove District - N. 4	884 0 0	103	54 6 10
132	Staines - N. 5	95 6 0	231	127 10 10
132	Staines - B. 1	- - -	31	15 13 0
132	Staines, Infants.			
135	Stanmore, Great - N. 5	- - -	116	58 16 0
1	Starch Green B. *a*			
22	Stepney, All Saints' - N. 10	419 7 0	202	101 18 4
24A	Stepney - U.			
24B	Stepney, Red Coat, Endowed - N. 10	*200 0 0	416	164 9 6
	" - "	78 13 0		
24B	Stepney, Redman's Row - N. 10	- - -	157	62 18 8
24B	Stepney, St. Paul's - N. 10	1,450 0 0	432	215 18 10
24B	Stepney, St. Peter's - N. 10	50 0 0	320	132 14 4
24B	Stepney, St. Philip's - N. 10	450 0 0	164	99 1 4
24B	Stepney, St. Thomas'- N. 10	1,532 7 1	563	243 19 2
			b 19	8 5 10
			604	216 17 0
24B	Stepney, Holy Trinity - N. 10	535 5 0	339	175 2 0
11	Stoke Newington - P. 1	- - -	201	102 8 9
11	Stoke Newington - B.	*200 0 0		
11	Stoke Newington - W. *a*			
132	Sunbury - B. *a*	*50 0 0		
132	Sunbury - P. 5	- - -	151	69 15 0
47	Teddington, Public - N. 4	- - -	153	68 19 2
1	Titchbourne Court, Industrial.			
10	Tollington Park, St. Mark's, and Hornsey Rise, St. Mary Infants and N. 4	617 11 0	469	211 0 0
137	Tottenham - N. 7	154 12 4	66	20 0 0
137	Tottenham, Asylum, Girls - - B.			
137	Tottenham, Girls - - B. 7	- - -	89	37 18 8
137	Tottenham Green, Industrial - 7	- - -	50	*c*
137	Tottenham, Hanger Lane, St. Ann's, Boys - - N. 7	155 0 0	47	32 12 0
137	Tottenham, Hanger Lane (Hermitage) Ch. 7	311 0 0	81	39 6 10
137	Tottenham, High Cross, Trinity District, Infants - - N. 7	93 0 0	70	31 8 10
137	Tottenham, Lancasterian.			
137	Tottenham, Infants - W. 7	- - -	56	21 9 0
137	Trent (East Branch) - Ch. 6	285 16 0	58	32 12 0
			17	2 2 6
137	Trent, High Stone - Ch. 6		*d*	
4	Trevor Chapel (Knightsbridge) B. *e*			
134	Turnham Green, Boys N. 9	- - -	58	20 17 5
134	Turnham Green, Infants - - N. 9	100 0 0	109	56 19 6
134	Turnham Green - R. 11	- - -	94	50 8 0
134	Twickenham B. 5	- - -	91	11 7 5
134	Twickenham Common (Archdeacon Cambridge's) N. 4	431 17 6	162	95 17 4
134	Twickenham Common, Infants - -	100 0 0		
134	Twickenham, Infants.			
134	Twickenham, Montpelier Ch 4	- - -	73	30 15 8
134	Twickenham P. 4	- - -	210	40 18 4
133	Uxbridge - B. 11	*100 0 0	30	14 11 8
133	Uxbridge, St. Margaret's N. 7	- - -	178	80 10 8
133	Uxbridge Moor, St. John's - N.	164 0 0		

a School closed. *b* For two years. *c* Refused under Article 51 *d*. *d* Due, but not paid.
e Removed from inspection.

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	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
1	Walham Green (or Fulham), St. John's - N. 3	*175 0 0	303	115 13 0
	" " "	442 7 6	29	5 17 6
24A	Wapping, St. John's - B. *a*	*175 0 0		
24A	Wapping (Gravel Lane) - W. 11	- - -	185	113 13 0
135	Wembley - Ch.			
1	Westbourne N. 2	- - -	264	115 13 8
4	Westminster, All Saints', Knightsbridge - N. 2	- - -	135	56 14 5
6	Westminster (Archbishop Tenison's) - N.			
4	Westminster, Blue Coat - N. *b*			
4	Westminster Chapel, Congregational 11	- - -	269	118 4 10
4	Westminster, Christ Ch. Broadway - N. 2	535 7 0	214	119 1 8
4	Westminster, Coburg Row, Ragged.			
3	Westminster, Curzon - N. 10	1,400 0 0	239	80 10 1
4	Westminster, Dacre Street Reformatory.			
13	Westminster, Greek Street, Soho - - R.			
3	Westminster, St. George's District (Hanover Square) N. 7	- - -	339	154 13 2
3	Westminster, St. George's (Hanover Square), United Day N. 7	- - -	430	211 5 10
4	Westminster, National Society's Central - N. *c*			
4	Westminster, National Society's Central (Organizing Masters).			
4	Westminster, Old Pye St., Ragged.			
13	Westminster, St. Anne's (Soho) - N. 2	43 3 4	282	119 15 6
13	Westminster, St. Clement Danes' Charity - - N. *b*			
4	Westminster, St. Edward's R. 4	- - -	116	60 10 0
4	Westminster, St. James' the Less (Garden Street) - N. 2	- - -	329 21	128 4 2 6 14 2
6	Westminster, St. James', Marshall Street - N. 1	- - -	402 —	173 1 4 *d*20 0 0
6	Westminster, St. James' (Offertory S.), Swallow Street, Piccadilly - 1	*50 0 0	83	*e*
13	Westminster (Soho), St. John Baptist Mission, (St. Ann's Court, Dean Street) - 5	- - -	103	26 2 2
4	Westminster, St. John's (Tufton Street) - N. 2	*600 0 0	211	81 2 8
6	Westminster, St. Luke's (Berwick Street) - N. 1	*250 0 0	244 40	89 3 8 5 0 0
4	Westminster, St. Margaret's (Tothill Street) - Ch. 2	1,104 0 0	297 24	137 10 11 6 10 0
13	Westminster, St. Mary's (Crown St.) (Soho) - Ch.			
4	Westminster, St. Mary's R. 4	1,000 0 0	452	212 1 2
4	Westminster, St. Mary's (Vincent Square) - N. 3	742 15 0	280	163 16 8
4	Westminster, St. Matthew's (Gt. Peter Street) - N. 3	2,381 0 0	302 48	148 3 0 16 16 8
3	Westminster, St. Paul's (Knightsbridge) - P. 11	- - -	266	118 3 10
6	Westminster, St. Peter's, Great Windmill Street Ch. 5	- - -	106	38 1 4
4	Westminster, St. Stephen's (Rochester Row) - - N. 3	- - -	471 44	267 13 8 12 13 4
5	Westminster, South Molton Lane, Infants - - R. 2	- - -	82	47 14 4

a School not existing. *b* Removed from inspection. *c* Children transferred to St. Margaret's, Tothill St., N.
d Retiring pension. *e* Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	MIDDLESEX—*cont.*	£ s. d.		£ s. d.
9	Westminster, Tudor Place, St. Patrick (Soho) - R. *a*			
4	Westminster, Holy Trinity (Vauxhall Bridge Road) Ch. 3	445 1 3	256	124 18 4
4	Westminster, Practising W. 11	2,650 0 0	829	435 3 6
136	Whetstone, St. John's - N.	145 18 9		
22	Whitechapel, Charlotte Street, Infant 5	- - -	80	27 12 5
22	Whitechapel U.			
22	Whitechapel Probationary Refuge.			
22	Whitechapel Refuge, Industrial.			
24B	Whitechapel, St. Boniface R. 6	- - -	334	51 6 2
22	Whitechapel, St. Jude's - N. 3	302 0 0	148	63 15 6
22	Whitechapel, St. Mark's, Mixed.			
22	Whitechapel, St. Mark's - N. 11	478 12 2	248 17	113 6 2 3 15 10
22	Whitechapel, St. Paul's, Dock St. - Ch. 5	- - -	147	63 6 8
22	Whitechapel Society's - N. 3	- - -	384	174 0 6
2	Whitelands (Upper), Model - N. 11	- - -	214	104 4 0
2	Whitelands (Lower), Practising - 11	600 0 0	178	41 0 2
134	Whitton, Industrial - Ch. 4	397 10 4	79	42 8 10
135	Willesden - Ch.	250 0 0		
137	Winchmore Hill - - N. 7	790 0 0	41	17 17 4
23	Wycliffe Chapel, Philpot Street, Commercial Rd. B.	*150 0 0		
133	Yeading - N. *b*	17 15 0		
	MONMOUTHSHIRE.			
578A	Abergavenny N. 7	350 0 0	168 38	100 14 8 14 8 4
578A	Abergavenny, Girls and Infants - Ch. 7	404 0 0	163	74 2 8
578A	Abergavenny R. 6	- - -	65	28 1 4
579	Abersychan - R. 7			
579	Abersychan Works - N. 7	1,825 0 0	284	155 15 3

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	MONMOUTH—*cont.*	£ s. d.		£ s. d.
578B	Abertillery - N. 7	588 0 0	139 27	40 19 2 4 17 6
578B	Abertillery - B. 10	- - -	159	92 5 0
580	Blackwood - B. 10	277 6 8	98	47 1 10
578A	Blaenafon, Endowed - N. 6	155 0 0	177	7 15 6
578A	Blaenafon, Infants - N. 6	115 0 0	176	66 3 10
578B	Blaina - B. *b*	- - -	—	*c* 3 15 0
578B	Blaina, Inft. N. *b*			
578B	Blaina Garn, Infants - 8			
580	Brides, St. - B. 11	- - -	32	23 18 0
576	Chapel Hill and Tintern Parva - N.	*70 0 0		
576	Chepstow - N. 7	*64 0 0	103	45 10 10
	" - "	40 0 0	17	6 10 10
576	Chepstow, Infants - N.	150 0 0		
580	Christchurch N.	377 15 0		
580	Court-y-bella N. 7	700 0 0	175 32	91 11 8 11 5 0
579	Crumlin and Llanhileth N. 7	318 15 0	99	43 16 9
579	Cwmbrân - N. 7	538 0 0	62	29 10 4
579	Cwmbrân - B. 11			*d*
578A	Cwmyoy - N.	140 0 0		
578B	Ebbw Vale Works - 10	- - -	391	214 16 2
578B	Ebbw Vale Victoria - 10	- - -	193	91 15 4
578A	Govilon - B. 11	- - -	35	7 0 2
579	Goytrey - N.	139 0 0		
579	Goytrey - B. 11	- - -	74	12 5 1
348	Grosmont, Endowed.			
580	Islwyn - B. 10	- - -	77	25 1 5
578A	Llanarth - N. 7	*50 0 0	42	19 8 0
	" - "	181 0 0		
578A	Llanddewi, Rhydderch N.	61 17 6		
580	Llandevaud Ch.	59 0 0		
578A	Llanellen - N. 7	148 15 0	55	27 7 10
578A	Llangattock, Lingoed (James Davies') - N.	45 0 0		
579	Llangibby - Ch. 7	- - -	48	31 14 0
580	Llantarnan - B. 11			*d*
578A	Llanthewi Rhydduck, Mount Pleasant - - B. 11	97 17 6	52	32 10 0
579	Llantrissent N.	85 0 0		
579	Llanvrechva, Lower - N. 7	- - -	71 6	36 7 10 0 13 4
578A	Llanwenarth, Ultra - - N. 10	143 0 0	34	15 6 4
578A	Llanwenarth, Citra - - N.	126 5 0		
580	Magor - - N. 10	203 0 0	60	32 19 8
580	Maindee (Christ Church) - N. 5	- - -	126	46 1 10
579	Mamhilad and Llanvihangel N.	158 0 0		
580	Marshfield - N.	233 0 0		

a Removed from inspection. *b* School closed. *c* 3*l.* 15*s.* paid under Art. 90[1] (1). *d* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	MONMOUTH—*cont.*	£ s. d.		£ s. d.
581	Melan's, St. - Ch. 10	- - -	51	9 12 10
577	Monmouth - N. 6	370 13 4	64	4 16 9
577	Monmouth, St. Thomas', Overmonnow - N. 7	178 12 6	69	13 5 2
576	Mynyddbach (Shirenewton) - - Ch. 7	- - -	48	20 7 6
578B	Nantyglo - N. 5	- - -	255	101 8 7
			76	18 13 4
580	Newport-on-Usk - - N. 7	*275 0 0	179	83 17 0
	" " "	133 5 0	15	2 4 2
580	Newport-on-Usk - - B.	*75 0 0		
580	Newport-on-Usk, Infts. R. 6	520 0 0		
580	Newport-on-Usk, St. Mary's - R. 6	- - -	389	195 0 9
579	Panteg (Sebastopol), Wern - - N. 7	382 4 0	60	25 13 4
577	Penrhos - N.	119 3 9		
580	Pillgwenlly, Boys - N. *a*			
580	Pillgwenlly, Trinity (Boys and Girls) - Ch. 7	- - -	270	73 1 0
580	Pillgwenlly - W. 11	- - -	231	128 18 2
			23	7 7 6
579	Pontnewynydd - - N.	365 7 8		
578B	Pontygof - - 10	- - -	358	200 11 2
579	Pontymoile - N. 7	843 0 0	185	83 1 2
579	Pontypool, Charity - N. 7	*114 0 0	265	112 19 8
	" " "	241 15 10		
579	Pontypool, St. Alban's R. 7			
577	Ragland - N. 7	- - -	60	20 5 2
578B	Rhymney Iron Works N. 5	- - -	506	265 15 10
			140	52 3 4
578B	Rhymney Iron Works B. 5	- - -	222	123 4 2
			67	25 12 6
578B	Rhymney, Lower - B. 5	- - -	154	67 3 0
578B	Rhymney - R. 6	- - -	171	19 6 7
580	Risca - - B. 10	- - -	132	60 12 4
577	Rockfield - N.			
576	Shirenewton Ch.			
576	Shirenewton, Earlswood Common - Ch. 7	244 0 0	20	7 16 4
578B	Sirhowy - B. 10	- - -	274	135 5 10
577	Skenfreth - N.	45 0 0		
577	Skenfreth - B. 11	- - -	32	13 1 0
578B	Tredegar, New - - N. 5	- - -	110	31 3 6
			24	7 5 0
578B	Tredegar, New - - B. 5	- - -	133	58 4 2
580	Tydee Tin Works - B. 10	- - -	83	44 1 8
579	Usk, Elementary - - 11	- - -	64	26 1 9
			7	2 3 3

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	NORFOLK.	£ s. d.		£ s. d.
237	Acle - - P. 11	56 10 6	108	63 14 8
239	Alburgh - N.	75 0 0		
231	Aldborough Ch. 1	- - -	37	35 14 6
			9	2 10 10
238	Aldeby - N.	36 0 0		
239	Ashwelthorpe, village - *b*			
245	Ashwicken and Leziate - N.	181 0 0		
232	Aylsham - N.	175 0 0		
231	Baconsthorpe Ch. 1	- - -	38	23 3 0
230	Bacton - N. 1	244 0 0	59	20 8 3
			9	5 1 3
240	Banham Rectory - - N. 3	- - -	107	40 6 4
			15	5 2 6
235	Barnham Broom - N. 1	96 6 0	51	29 4 6
237	Beighton - N.	100 0 0		
245	Bilney, West, and Pentney N. 3	*70 0 0	29	10 11 4
			54	34 6 6
243	Binham - N. 7	- - -	17	5 7 6
243	Blakeney - N. 7	- - -	86	51 11 4
248	Bradenham, East - - N.			
248	Bradenham, West, District - - N.	639 18 0		
244	Brancaster - P. 6	158 18 9	48	22 5 8
242	Brisley - N.	88 0 0		
231	Briston - N.	65 0 0		
239	Brockdish - N. 11	34 0 0	46	24 8 10
238	Brooke - - P.	*80 0 0		
240	Buckenham, New - - N. 4	- - -	89	41 5 4
238	Burgh Apton N.			
237	Burlingham and Lingwood - - Ch. 3	- - -	63	45 16 0
244	Burnham, Westgate - N. 7	320 0 0	94	61 3 0
			6	2 10 0
232	Buxton - B. 5	- - -	51	15 4 3
229	Caistor - - P. 4	141 0 0	87	39 6 6
229	Caistor, Infants - - -	*29 0 0		
241	Carbrooke - N. 5	32 0 0	69	24 17 7
235	Carleton Forehoe - - N. 2	- - -	26	16 17 9
239	Carleton Rode N. *b*			
245	Castle Acre - N.	72 7 9		
245	Castle Rising N. 6	- - -	45	17 11 2
241	Caston - - N. *b*			
230	Catfield - N.	63 0 0		
234	Catton (New) Ch.	216 0 0		
238	Chedgrave - N. 11	286 0 0	53	33 6 6
238	Claxton and Hellington N.	45 0 0		
193	Clenchwarton N. 3	73 0 0	56	22 16 9
			29	8 12 6
231	Cley (next the Sea) - B. 6	288 0 0	90	42 7 10

a Merged into Pillgwenlly, Trinity, B. and G. Sch.

b Removed from inspection.

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	NORFOLK—*cont.*	£ s. d.		£ s. d.
232	Coltishall - N.	100 0 0		
235	Colton - - N. 2	105 0 0	28	20 0 0
245	Congham - Ch. 5	- - -	30	6 7 6
			4	0 4 3
235	Costessy - N.	*50 0 0		
235	Costessy - B.	*65 0 0		
244	Creake, North N. 7	- - -	42	12 19 8
244	Creake, South N. 7	121 0 0	105	48 7 0
			18	5 3 4
249	Croxton - N.	50 0 0		
239	Denton - N. 10	89 10 0	49	26 15 0
239	Denton - B.			
235	Deopham - N. 10	16 5 0	36	15 16 4
242	Dereham, East N. 7	188 6 0	233	114 13 0
242	Dereham, East B. 6	220 0 0	91	26 13 8
247	Dereham, West N. 5	- - -	30	15 15 6
			85	48 4 6
239	Diss - - N. 11	186 15 0	15	4 0 10
			a 93	57 12 4
			26	8 5 0
239	Diss - - B. 5	235 8 0	116	57 14 4
			17	5 2 6
233	Ditchingham N.	*50 0 0		
	"	85 15 0		
244	Docking - P. 6	400 0 0	103	62 18 10
247	Downham Market - - N. 5	204 7 0	74	35 8 2
242	†Dunham, Little - N.			
231	Edgefield - N. 7	- - -	51	31 4 6
241	Ellingham, Great - - B.			
242	Elmham, North N. 7	*30 0 0	119	55 0 0
193	Emneth - N. 3	259 0 0	42	13 19 9
			209	133 15 0
243	Fakenham - N. 7	335 0 4	*b* 15 0 0	
243	Fakenham - B. 7	303 0 0	79	43 2 6
247	Fincham - N. 5	153 10 9	83	43 8 2
239	Forncett, St. Mary's - N. 11	- - -	32	17 9 2
239	Forncett, St. Peter's - N. 10	102 10 10	36	17 6 10
			11	3 19 2
232	Foulsham and Bintry - N.	*90 0 0		
236	Framingham, Earl - - N.	92 0 0		
237	Freethorpe and Wickhampton N.	75 0 0		
239	Fritton and Morningthorpe N. 4	45 0 0	38	20 19 0
245	Gayton - N. 6	73 13 4	60	29 14 6
			22	6 2 6
245	Gaywood - N. 6	231 0 0	133	65 12 8
238	Geldestone - N. *c*	*26 0 0		
238	Geldestone - B. 5	- - -	32	18 18 0
248	Gooderstone N.	60 0 0		
232	Hackford and Whitwell - P. 7	- - -	116	62 19 10
238	Haddiscoe and Toft Monks N.	155 0 0		*d*
237	Halvergate - N. 10	202 8 9	48	30 0 6
230	Happisburgh N. 1	234 0 0	52	45 0 0
245	Harpley - N.	62 0 0		
234	Heigham - N. 3	280 0 0	192	93 2 6
230	Heigham, Potter N.	70 0 0		
239	Hempnall - N.	150 0 0		
236	Hethersett - N. 4	280 4 0	60	36 19 4
247	Hilgay - - N.	*75 0 0		
245	Hillington - P. 6	- - -	44	24 9 8
232	Hindolveston N.	75 0 0		
245	Hindringham N.	55 0 0		
235	Hingham - N. 5	74 18 6	130	87 15 4
			13	4 15 10
242	Hockering - Ch. 12	- - -	29	20 0 3
249	Hockwold-cum-Wilton N. 3	104 6 8	71	39 6 2
			48	33 12 6
243	Holkham - N. 7	- - -	11	3 5 10
248	‡Holme Hale N.			
231	Holt - - N. 7	138 16 8	114	67 4 4
231	Holt - - B. 6	- - -	83	39 5 8
242	‡Horningham and East Tuddenham N. *e*			
233	Horsford - N. 2	- - -	57	29 14 4
244	Ingoldsthorpe P. 6	- - -	28	6 1 8
234	Lakenham - B. 5	- - -	138	63 15 2
234	Lakenham, St. Mark's - N. 11	526 0 2	*f* 12	1 11
			g 0	7 9
243	Langham Episcopi - - 3	- - -	68	41 5 *b*
238	Langley - N.			
242	Litcham - N. 5	- - -	65	*33 13* 8
			14	5 *6* 8
238	Loddon (Public) - - N. 11	- - *a*	108	49 10 4
			10	1 5 0
			107	61 16 4
			13	4 10 10
240	Lopham, North W. 5	- - -	44	18 18 6
			14	3 5 0
240	Lopham, South Ch. 4	- - -	43	*h*
242	Lyng - - Ch. 7	- - -	83	44 13 4
			15	4 14 2
246	Lynn, King's B. 6	499 10 0	181	101 12 2
246	Lynn, North End, Inft. - N. 6	- - -	120	58 9 6
246	Lynn, St. John's - N. 6	646 3 4	293	171 7 0
246	Lynn, St. Margaret's N. 6	632 5 0	333	205 19 3
			26	9 12 3
246	Lynn, South, All Saints' N. 6	494 13 4	322	183 3 5
247	Marham - N. 5	53 0 0	71	26 10 7
232	Marsham Reformatory.			
193	Marshland Smeeth - N.	200 0 0		
229	†Martham - N.			
245	Massingham N. *e*	*50 0 0		
236	Melton, Great Ch. 4	- - -	52	26 8 2
245	Middleton (near King's Lynn) - N. 6	238 16 0	47	14 19 1

a For two years. *b* Retiring pension. *c* School not existing. *d* See Wheatacre Union of Schools.
e Removed from inspection. *f* Due, but not paid. *g* Addition to grant for 1867.
h Grant not claimed.

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	NORFOLK—*cont.*	£ s. d.		£ s. d.
242	Mileham - N.	*50 0 0		
242	Mitford and Launditch U.			
234	Norwich, Alderman Norman's Endowed - 2	- - -	64	*a*
234	Norwich, Miss Martineau's Female Industrial. *b*			
234	Norwich, Model, Boys - N. 11	185 0 0	217	*c*
234	Norwich, Model, Girls - N. 11	- - -	94	58 5 4
234	Norwich, Model, Infants 11	- - -	92	46 7 0
234	Norwich, New City (Union Place, Higham) Mixed - B. 5	*100 0 0	151	64 19 4
	"	61 4 3		
234	Norwich, Octagon Chapel B. 5	- - -	195	102 1 4
234	Norwich, Old Meeting, Boys 5	- - -	56	8 6 8
234	Norwich, St. Augustine's N. 3	- - -	201	100 8 8
234	Norwich, St. Giles' - Ch. 2	354 0 0	282	163 13 4
234	Norwich, St. James' and Pockthorpe N. 2	344 0 0	265	127 1 10
234	Norwich, St. John de Sepulchre, Infants - - N. 2	192 0 0	168	96 0 8
234	Norwich, St. Julian's - N. 2	106 19 6	136	43 7 4
234	Norwich, St. Lawrence's, District - 2	- - -	101	56 5 8
234	Norwich, St. Martin-at-Oak N. 11	364 0 0	133	50 16 8
234	Norwich, St. Martin-at-Palace - N. 2	- - -	60	27 18 6
234	Norwich, St. Miles', Sadd's Yard - - B.	60 0 0		
234	Norwich, St. Paul's - N. 2	170 0 0	150	60 0 4
234	Norwich, St. Peter per Mountergate N. 3	173 0 0	215	115 5 6
			51	16 15 10
234	Norwich, St. Saviour's - N 2	- - -	122	59 18 6
234	Norwich, St. Stephen's - N. 10	417 10 0		*c*
234	Norwich, St. Swithin's - N.	45 0 0		
234	Norwich, Willow Lane - R.	283 0 0		
229	Ormesby - N.	83 0 0		
193	Outwell - N. 4	296 5 0	112	*d*45 0 4
237	Plumstead Parva - - P.	75 7 6		
237	Postwick - N. 1	- - -	25	17 1 6
239	Pulham, St. Mary Magdalen's - N.	132 0 0		
233	Rackheath Village - Ch. 1	- - -	30	14 16 0
239	Redenhall - N. 10	112 10 0	117	77 7 10
237	Reedham - N. 10	77 14 0	64	39 6 4
232	Reepham, St. Mary's - N. 7	- - -	40	18 18 6
230	Riddington and East Ruston - N.	37 0 0		
244	Ringstead, Boys, Girls, and Infants Ch. 6	- - -	66	30 4 2
			14	3 6 8
241	Rockland, All Saints' - N.	35 0 0		
236	Rockland, St. Mary's - N.	36 0 0		
240	Roydon - Ch. 4	- - -	31	14 18 2
245	Roydon (Castle Rising) - N. 5	- - -	34	19 16 10
244	Rudham (East and West) Ch. 7	384 0 0	79	46 19 6
247	Runcton and Holme - N.	40 0 0		
245	Runcton, North N. 5	- - -	32	23 16 6
229	Runham and Thrigby - N.	216 0 0		
231	Runton - N. *e*			
239	Rushall - N.	174 0 0		
243	Ryburgh, Gt. N. 7	- - -	45	19 14 0
248	Saham Toney N.	*35 0 0		
233	Salhouse - N. 1	60 0 0	32	21 8 2
236	Saxlingham Thorpe and Saxlingham NethergateCh. 11	- - -	46	27 12 6
			55	29 10 10
239	Scole - - P. 3	- - -	21	2 12 6
232	Scottow - Ch. 1	119 0 0		
243	Sculthorpe - N. 7	118 16 6	113	45 17 10
			16	4 16 8
244	Sedgeford - Ch. 6	- - -	42	25 18 0
240	Shelfanger - Ch. 1	- - -	30	20 12 4
231	†Sheringham N.			
244	Snettisham Ch. 6	- - -	88	46 8 10
247	Southery - N.	60 0 0		
237	Southwood and Limpenhoe N.	26 10 0		
239	Starston - N. 10	- - -	46	31 19 0
243	Stibbard - N. 7	143 10 0	29	19 7 6
243	†Stiffkey - N.			
236	Surlingham N.	*20 0 0		
248	Swaffham - N. 5	*160 0 0	139	69 5 4
			41	16 10 10
230	†Swafield - N.			
242	Swanton Morley N.	120 0 0		
244	Syderstone - N. 7	- - -	61	33 0 6
243	Tatterset with Tatterford- N. 7	237 0 0	26	17 7 2
233	Taverham - N.	70 0 0		
193	Terrington, St. Clement's - N. 4	182 5 0	134	52 2 5

a Grant not claimed. *b* School closed. *c* Due, but not paid.
d Includes grant for Outwell, Infants, N.S. (ambridge. *e* Removed from inspection.

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	NORFOLK—*cont.*	£ s. d.		£ s. d.
249	Thetford - N. 3	40 4 0	143	65 12 2
249	Thetford - B. 4	*75 0 0	161	74 1 8
244	Thornham - N. 6	- - -	103	61 1 6
234	Thorpe - N.	41 0 0		
239	ThorpeAbbotts N.	46 0 0		
234	Thorpe Hamlet, St. Matthew's N. 12	473 18 4	365	197 18 4
238	Thurlton - N.	37 0 0		
239	Tibenham - Ch. 4	- - -	47	24 6 11
			14	3 3 7
193	Tilney, All Saints' - N. 4	146 9 0	28	9 11 6
242	Tittleshall Ch. 7	- - -	61	36 9 4
238	Topcroft - N.	54 0 0		
236	Trowse Newton N.	70 0 0		
231	Trunch - N.	52 0 0		
193	Walpole, St. Andrew's - N.	93 0 0		
193	Walpole, St. Peter's - N. 4	- - -	72	*a*
			16	6 6 8
231	Walsham, North N. 1	187 0 0	76	54 13 9
231	Walsham, North B. 5	- - -	89	37 19 8
243	Walsingham, Little - N. 7	37 3 0	59	22 1 10
			18	5 3 4
			50	21 15 4
193	Walsoken - N. 4	280 0 0	8	2 11 8
193	Walton, West N.	76 0 0		
241	Watton - N. 11	128 17 0	61	7 14 0
			11	1 8 9
242	Weasenham N. 7	349 0 0	46	33 9 6
235	Welborne - N. 3	42 0 0	30	19 10 7
243	Wells, Parochial - - B. 6	90 7 9	166	101 17 4
	Wheatacre Union of Schools - Ch. 2			
238	Wheatacre and Burgh - -	- - -	43	25 17 6
238	Aldeby - -	- - -	41	24 14 6
227	Fritton (Suffolk) - -	- - -	40	21 3 6
238	Haddiscoe and Toft -	- - -	43	28 17 5
238	Norton Subcourse -	- - -	31	9 11 1
238	Haddiscoe and Wheatacre -	- - -	50	*b* 12 16 8
242	Whissonsett Ch. 7	163 10 0	57	26 1 4
235	Wicklewood N.			
247	Wiggenhall - N. 3	65 0 0	54	24 15 0
			9	2 15 10
245	Winch, East N.	50 0 0		
245	Winch, West N.	*32 0 0		
240	Winfarthing Ch. 4	124 10 0	24	11 14 6
229	Winterton - N. 4	271 14 6	111	68 14 0
245	Wootton, North Ch. 5	- - -	46	17 15 10
230	Worstead - N.	221 15 0		
239	Wortwell - N. 10	- - -	58	31 3 6
235	Wymondham N. 4	15 12 0	173	73 11 8
			24	7 5 0
228	Yarmouth, Great - B. 5	97 8 0	352	194 5 2
228	Yarmouth, Great, Blue Coat, Charity Ch.			
228	Yarmouth, Great, Gourlay - - W. 5	- - -	158	23 7 2
228	Yarmouth, Great, St. John's - N. 4	300 0 0	179	82 8 6
228	Yarmouth, Great, St. Nicholas' - N. 4	840 10 0	376	196 17 0
228	Yarmouth, Great, St. Peter's - N. 4	526 0 0	443	244 14 4
			22	6 8 4
228	Yarmouth, Great, South End Mission N.	120 0 0		
242	Yaxham - N.	92 0 0		
	NORTHAMPTONSHIRE.			
165	Abthorpe - Ch. 11	- - -	—	*c*
163	Banbury (South), Ch. Ch. - Ch. 10	620 0 0	*c*	*d* 7 10 0
421	Barnack - N. 2	- - -	132	83 3 10
			9	2 10 10
168	Billing, Great Ch. 2	- - -		*c*
165	Blisworth, Endowed - 11	- - -		*c*
164	Brackley - W. 4	- - -	74	42 10 10
			20	16 9 2
167	Brafield-on-the-Green, Infants N. 11	- - -		*c*
169	Braunston - N. 11	128 17 6	61	*a*
409	Braybrooke N.	*25 0 0		
173	Brigstock - B. 11	- - -		*c*
170	Brington, Great N. 12	- - -		*c*
172	Broughton - N.			
168	Bugbrooke - N. 11	183 0 0		*c*
172	Burton Latimer, Endowed and Infants, Free 12	180 0 0	123	40 1 0
169	Byfield - Ch. 11	- - -	61	25 9 4
175	Castor - 2	- - -	70	26 8 6
175	Castor, Infant Ch. 2	- - -	48	22 7 2
163	Chipping Warden - N. *e*			
167	Cogenhoe - N.	45 0 0		
172	Corby - - B. 11	- - -	84	*a*
166	Cosgrove - N.	90 0 0		
172	Cottingham with Middleton N. 7	183 0 0	102	43 17 4
			17	3 10 10
172	Cranford - N. 1	- - -	46	14 17 2
170	Creaton, Great N. 10	100 0 0		*c*
401	Crick, Boys Par. and N. 10	80 0 0	82	28 0 3
			17	4 5 1

a Refused under Article 52 *d*.
b Evening school grant.
c Due, but not paid.
d Paid under *Article* 90[1] (1).
e Removed from inspection.

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	NORTHAMPTON—*cont.*	£ s. d.		£ s. d.
401	Crick, Girls and Infants N.	60 0 0		
164	Croughton - Ch. 11	- - -	—	*a*
164	‡Culworth, Endowed - N. 11	- - -	49	*b*
168	Dallington - N. 10	52 0 0	—	*a*
168	Dallington, St. James'. Endowed - Ch. 10	175 15 0	132 15	58 13 2 3 5 10
169	Daventry - B. 11	- - -	110	68 6 2
173	Denford and Ringstead - Ch. 6	186 5 0	74 15	31 6 5 2 18 7
172	Desborough N.	47 0 0		
171	Earl's Barton - - B. 11	- - -	—	*a*
421	Easton, Girls N. 4	- - -	38	37 11 0
164	Evenly. *c*			
164	Eydon - - N. 11	25 0 0	—	*a*
175	Eye - - N. 2	324 7 6	65 10	26 11 6 2 18 4
171	Finedon, Endowed - N. 12	115 10 0	213	41 9 4
165	Gayton - N. 11	65 18 10	—	*a*
175	Glinton with Peakirk - N.	110 0 0		
167	Hardingstone N. 10	- - -	—	*a*
173	Hargrave - Ch.	123 12 0		
170	Harleston - N. 12	- - -	57	25 0 10
168	Harpole, Free N. 12	- - -	80	8 0 0
171	Harrowden, Little, Endowed - -	249 0 0		
164	Helmdon - N.	176 0 0		
175	Helpstone - P. 2	- - -	82 13	33 10 11 2 14 1
167	Houghton, Great - N. 5	28 0 0	45	22 4 0
171	Irchester - N.	120 0 0		
171	Irthlingborough P. 7	396 0 0	79	18 11 8
173	Islip - - Ch. 1	147 12 0	60	30 5 10
172	Kettering - N. 5	- - -	299	171 18 5
172	Kettering - B. 4	*250 0 0 69 0 0	184 14	126 13 5 3 10 0
172	Kettering (North End) Ch. 5	318 0 0	123	59 9 7
401	Kilsby - - N.	*30 0 0		
164	King's Sutton 11	193 14 8	*a*	*d*3 0 0
168	Kingsthorpe N. 10	85 0 0	—	*a*
168	Kislingbury N. 12	- - -	59	*b*
174	Lilford, Mixed 1	- - -	57	27 3 4
165	Litchborough Ch. 11			
172	Loddington Ch. 12	- - -	38	20 11 4
173	Lowick, Charity 1	- - -	41	*b*
163	Middleton Cheney - N. 11	679 10 0	130	55 7 1
167	Milton - N. 11	- - -	—	*a*
170	Moulton and Overstone - N. 11	126 12 0	—	*a*
170	Naseby - N.	92 0 0		
174	Nassington and Yarwell - Ch. 1	- - -	78 19	27 1 2 5 6 10
	NORTHAMPTON—*cont.*	£ s. d.		£ s. d.
175	Newborough P. 2	- - -	42 14	17 6 6 4 3 4
168	Northampton, All Saints' - N. 10	*316 0 0 942 15 0	529 65	254 8 2 17 4 2
168	Northampton, All Saints', Infants, (South Quarter) - N. 10	- - -	93	38 15 4
168	Northampton B. 11	550 0 0	382	199 2 4
168	Northampton, Blue Coat *e*			
168	Northampton, St. Andrew's - N. 10	474 0 0	263	95 10 8
168	Northampton, St. Edmund's N. 10	511 18 6	309 31	142 19 6 11 4 2
168	Northampton, St. Giles' - P. 10	631 0 8	281 19	144 14 2 3 7 6
168	Northampton, St. Katherine's N. 10	296 1 2	221	89 11 10
168	Northampton, St. Peter's N. 10	276 0 0	117	54 15 0
168	Northampton, St. Sepulchre's N. 10	460 0 0	208	81 12 6
168	Northampton Society's Reformatory.			
168	Northampton, Infants - W. *e*			
171	Orlingbury - N.	103 0 0		
174	Oundle - N. 1	244 0 0	89	39 10 8
174	Oundle - B. 11	- - -	—	*a*
166	Passenham with Denshanger P. 7	- - -	84	12 18 8
175	Paston, Mixed 2	- - -	104 19	51 6 2 5 5 10
175	Peterborough, Boys - N. 2	- - -	270	116 5 0
175	Peterborough, Girls - - N. 2	31 0 0		
175	Peterborough, Infants - N. 2	301 0 0	169	63 12 5
175	Peterborough B. 11	610 0 0	*a*	*f*4 13 4
175	Peterborough, Sunday - B.	*150 0 0		
175	Peterborough, New England, St. Mark's - N. 2	- - -	253	118 14 6
175	Peterborough, Practising - 2	366 0 0	138	69 3 8
175	Peterborough, St. John the Baptist, Albert Place - Ch. 2	539 2 0	129	40 12 10
167	Piddington - N. 11	- - -	—	*a*
170	Pitsford - N.	52 10 0		
172	Pytchley, Endowed Ch.	163 10 6		
173	Raunds - N. 12	372 0 0	101 *g* 21 124	46 3 8 2 12 6 50 10 11
173	Raunds - W. 11	429 0	118	54 6 8

a Due, but not paid. *b* Refused under Article 52 *d*. *c* Removed from inspection.
d Addition to evening school grant for 1867. *e* School closed. *f* Addition to grant for 1867.
g For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	NORTHAMPTON—*cont.*	£ s. d.		£ s. d.
420	Rockingham N. 7	- - -	51	21 18 8
172	Rothwell - B. 4	*100 0 0	105	93 14 5
409	Sibbertoft - N.	60 0 0		
165	Silverstone - N. 11	- - -	29	3 18 4
165	Silverstone - W. 4	- - -	104	79 12 1
			a 73	29 15 10
			a 81	27 14 2
170	Spratton - N. 10	- - -	—	*b*
421	Stamford, Baron, St. Martin's - N. 4	- - -	156	88 15 2
173	Stanwick - N. 1	*54 0 0	67	30 12 2
	" - "	4 15 0		
409	Stoke Albany and Wilbarston.			
421	Thornhaugh N. 2	- - -	36	17 18 0
173	Thrapstone - N. 1	112 10 0	66	26 7 10
173	Thrapstone - B.			
173	Titchmarsh - N. 1	147 4 6	124	66 12 0
165	Towcester - N. 11	213 15 0	211	115 19 0
			29	15 0 10
174	Wadenhoe Ch. 7	- - -	46	13 12 6
170	Walgrave and Hannington N. 6	- - -	51	8 6 5
165	Wappenham N. 11	- - -	—	*b*
169	Watford, Mixed 12	- - -	55	11 9 10
			c 7	0 0 2
			56	10 0 0
				b
169	Weedon Bec N. 11	200 2 6	*d* 36	11 18 4
165	Weedon(Lois)N.	96 0 0		
174	Weldon - Ch. 4	- - -	54	25 14 1
			14	4 6 8
408	Welford and Sulby, Endowed - 6	150 13 0	63	26 15 7
171	Wellingborough, Freeman's Endowed - 10	493 0 0	219	162 12 5
			68	22 11 8
171	Wellingborough, Girls - - B. 4	- - -	40	8 10 8
164	Whitfield - N. *e*	*25 0 0		
409	Wilbarston N.	33 0 0		
173	Woodford (near Thrapstone) Ch. 1	- - -	76	36 3 2
			14	4 15 0
169	Woodford-cum-Membris (near Daventry) Ch. 11	- - -	—	*b*
167	Wootton - N.	*46 0 0		
	NORTHUMBERLAND.			
559	Acklington - N. 2	- - -	56	25 8 0
555	Acomb Township - Ch. 1			
555	Allenheads - N. *f*	50 0 0		
555	Allenheads - B. 7	- - -	109	48 3 8
555	Allenheads, St. Peter's - N.	30 0 0		
559	Alnwick - N. 12	415 0 0	162	69 16 6
559	Alnwick - B. *g*			
559	Alnwick, Corporation (Lower) *f* *e*			
	NORTHUMBERLAND—*cont.*	£ s. d.		£ s. d.
559	Alnwick, Endowed, Corporation, (Upper) - *e*			
559	Alnwick (Duke of Northumberland's - N. *e*			
559	Alnwick, Infants	127 0 0		
559	Alnwick, St. John's - R. 2	- - -	83	32 6 6
559	Amble, Public - - 3	- - -	99	35 18 4
561	Ancroft - N. 1	311 0 0	71	31 6 10
555	Anick - - Ch. *e*			
553	Annitsford - R. 6			
553	Backworth Colliery - 2	- - -	131	64 8 6
			15	4 14 2
557	Bavington, Great - Pres. 3	- - -	22	11 19 11
558	Bedlington Ch. 2	382 0 0	126	55 11 10
560	Belford - N. 2	*58 0 0	69	18 14 1
560	Belford - Pres. 3	- - -	88	38 14 2
557	Bellingham, Endowed, Free 1	113 5 0	50	22 10 0
552	Benwell Village - - Ch. 4	- - -	79	43 16 6
561	Berwick-upon-Tweed (Boys), Charity - N. 7	100 0 0	156	*i*
			22	*h* 9 11 8
561	Berwick-upon-Tweed (Girls), Charity - Ch. 7	618 0 0	199	108 4 4
561	Berwick-upon-Tweed (Infants) - N. 7	124 5 0	6	2 0 0
561	Berwick-upon-Tweed - B. 3	694 0 0	224	132 11 4
561	Berwick-upon-Tweed, Inf. B. 3	104 3 6	94	48 15 6
561	Berwick-upon-Tweed, English Presbyterian. *k*			
561	Berwick-upon-Tweed - U.			
561	Berwick-upon-Tweed, St. Cuthbert's R. 2	- - -	72	39 3 8
561	Berwick-upon-Tweed, St. Mary's - N. 7	256 12 9	197	86 17 0
			34	14 15 0
557	Birtley - N. 1			
556	Blenkinsopp, Boys - - Ch. 4	- - -	37	22 13 0
556	Blenkinsopp, Girls - - Ch. 4	- - -	39	16 2 6
553	Blyth English Pres. 3	- - -	88	45 13 4
562	Branton English Pres. 3	- - -	51	9 10 3
			9	8 15 10
562	Branxton - N. 2	- - -	34	19 4 9
563	Brenckburne Ch. 1	- - -	24	16 4 4
555	Brideshill - B. 7	- - -	98	49 3 6
555	Broomhaugh, Village - N. 4	35 0 0	43	19 12 8

a Evening school grant for two years. *b* Due, but not paid. *c* For two years. *d* Evening school.
e Removed from inspection. *f* School pulled down. *g* Now a private adventure school.
h Paid under Article 90[1] (1). *i* Refused under Article 52 *d*. *k* School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
553	Burradon Colliery - - 6	- - -	166	94 8 2
			14	3 11 8
552	Byker, St. Anthony - N. 10	232 17 6	69	32 12 2
553	Bywell - Ch. 3	- - -	60	33 2 7
555	Bywell, St. Peter's, Healey - Ch.	113 10 0		
558	Cambo - - 4	- - -	83	28 17 6
555	Carshield - B. 7	- - -	61	40 0 6
562	Chatton - N. 4	- - -	73	48 13 9
562	Chillingham N.	*45 0 0		
555	‡Colwell - R.			
555	Corbridge - N. 4	*45 0 0	163	90 19 2
	" "	412 0 0		
561	Cornhill - N. 1	*40 0 0	63	32 12 4
	" "	93 4 0	14	3 11 8
553	Cowpen Colliery - Und. 3	- - -	138	33 12 2
554	Coxlodge - R. 11	- - -	75	33 13 2
562	Crookham - N. 1	104 10 0	64	29 16 4
562	Crookham - Pres. 3	- - -	38	20 9 2
553	Cullercoats - Ch. 7	- - -	166	72 19 10
			70	18 8 4
554	Dalton, Village - - Ch. *a*			
553	Earsdon - P. 2	- - -	118	62 11 8
			14	5 16 8
559	Eglingham - N. 4	189 17 6	74	9 11 5
563	Elsdon - - N.	*b*35 0 0		
552	Elswick, High, St. Paul's - N. 10	943 18 0	240	117 17 8
557	Falstone - B. 6	- - -	29	7 1 4
556	Featherstone Ch. *c*			
562	Ford	- - -	87	39 11 5
	Ch. and Pres. 1		4	0 18 9
			47	23 12 8
559	Glanton - Pres. 3	- - -	11	3 12 6
554	Gosforth - N. 3	422 2 0	167	105 14 0
553	Gosforth, North Ch. 5	- - -	62	41 17 0
563	Harbottle - N.	*36 0 0		
558	Hartburn - N.	85 0 0		
559	Hauxley - Ch. 4	- - -	39	17 4 4
554	Heddon-on-the-Wall - N. 4	200 0 0	83	43 17 0
555	Hedley - N. 4	- - -	47	23 6 2
			6	2 0 0
556	Herdley Bank Ch. 4	- - -	59	18 2 10
555	Hexham, St. Mary's - R. 6	- - -	123	56 8 4
555	Hexham, Subscription - 1	550 0 0	282	116 8 6
561	Holy Island N. 6	44 0 0	87	62 8 6
			8	2 6 8
553	Holywell Colliery - B. *d*	*25 0 0		
561	Horncliffe - B. 3	- - -	44	17 16 3
553	Horton - Ch. 2	561 12 0	191	93 4 0
559	Houghton, Long - - N. 2	- - -	51	34 3 6
553	Howden Pans B.	50 0 0		
559	Howick - - Ch. 1	146 0 0	22	*c*
554	*Kenton* - - N. 3	121 0 0	60	34 9 4
557	Kieldar - - B. 6	- - -	24	12 3 0
553	Killingworth Colliery - 2	- - -	212	98 3 0
557	Kirk Whelpington - - P.			
556	Knaresdale - N. 4	- - -	60	38 16 0
559	Lesbury - Ch.			
562	Lilburn Tower 4	- - -	64	53 17 9
555	Lillswood Subscription - *a*			
558	Longhirst - N.	56 0 0		
558	Longhorsley P. 1	- - -	64	31 18 8
562	Lowick - N. 2	75 0 0	87	37 3 4
562	Lowick - B. *d*	80 0 0		
552	Lowick - Pres. 3	- - -	52	15 18 6
562	‡Lowick - R.			
560	‡Lucker - P.			
554	Matfen (Boys) Ch. 4	- - -	19	12 10 5
554	Matfen (Girls) Ch. 4	- - -	26	13 10 6
556	Melkridge - N.	*30 0 0		
555	Mickley - N. 4	- - -	163	89 14 10
			37	11 4 2
562	Mindrim - Ch. 2	- - -	58	33 5 5
			9	3 0 10
558	Morpeth, Corporation 3	*200 0 0	180	72 5 11
558	Morpeth - Pres. 3	- - -	105	37 9 2
558	Morpeth, St. James', (Boys, Girls, and Infants) - N. 1	276 6 8	248	125 4 10
555	Newbrough, Boys - - N. 1	99 1 8	46	22 7 8
555	Newbrough, Girls - - 1	- - -	52	16 11 3
554	Newburn Manor - Ch. 4	- - -	60	32 5 10
			28	6 12 6
552	Newcastle-upon-Tyne, Arthur's Hill, Infants - 10	335 0 0	209	82 18 0
552	Newcastle, Castle Garth (or St. Nicholas') - - N. 10	*150 0 0	306	136 14 6
	" "	28 0 0	19	4 10 10
552	Newcastle-on-Tyne, Ch. of the Divine Unity 10	- - -	72	33 15 10
552	Newcastle-on-Tyne, Clarence Street - W. 10	- - -	136	52 10 2
552	Newcastle, Clergy Jubilee Trade (Lower) - N. 10	800 0 0	188	77 4 2
			10	1 5 0
552	Newcastle, Clergy Jubilee Trade (Upper).			
552	Newcastle, Jubilee - B. 10	- - -	270	120 17 2
			17	4 0 10
552	Newcastle, Orphan House W. 10	1,172 0 0	452	210 3 10

a Removed from inspection.
b Repaid by Duke of Northumberland.
c School broken up.
d School not existing.
e Grant refused under Art. 52 *d*.

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	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
552	Newcastle, Ragged - -	1,582 0 0		
552	Newcastle, Reformatory.			
552	Newcastle, Sallyport - B. *a*			
552	Newcastle, St. Andrew's - N. 10	*166 0 0	479	228 1 0
	" "	1,130 0 0	21	8 9 2
552	Newcastle, St. Andrew's - R. 11	243 0 0	594	229 10 11
			195	75 3 11
552	Newcastle, St. John's - N. 10	*335 0 0	319	118 18 6
	" "	120 16 4		
552	Newcastle, St. Mary's - R. 11	- - -	552	262 1 8
			113	51 4 2
552	Newcastle, St. Thomas' - N. 10	167 8 1	373	197 4 10
552	Newcastle-on-Tyne, Union, Girls - - 6	- - -	91	10 18 6
560	Newham - B. 3	- - -	34	7 19 0
555	Newton Hall N. 4	- - -	30	21 12 0
559	Newton-on-the-Moor - - Ch. 2	- - -	47	20 12 2
555	Ninebanks -	47 0 0		
555	Ninebanks - B. 7	- - -	51	16 18 6
561	Norham, Boys N. 2	- - -	59	*b* -
561	Norham, Girls N. 2	121 0 0	44	29 1 1
561	Ord, East - B. *c*	35 0 0		
555	Ovington - N.	93 5 8		
559	‡Radcliffe Colliery - - N.			
557	Rochester, Lord Redesdale's N. 4	- - -	23	12 6 8
561	Scremerston N. 1	166 0 0	88	47 7 10
			11	3 9 2
552	Seaton Burn B. *d*	*20 0 0		
553	Seaton Burn Colliery - B. 6	- - -	107	47 17 0
			28	7 18 4
553	Seaton Delaval Eng. Pres. 1	- - -	53	22 9 2
558	Seaton, North, Boys - Undl. 4	- - -	86	30 5 10
558	Seaton, North, Girls - Undl. 4	- - -	81	42 8 6
553	‡Seghill - N.			
552	Shieldfield, Ch. Ch. - N. 10	862 0 0	486	212 15 4
553	Shields, North N. *a*	*300 0 0		
553	Shields, North, Kettlewell's Endowed - B. 7	- - -	199	38 2 11
553	Shields, North Pres. 1	267 1 0	300	170 11 4
553	Shields, North R. 11	- - -	262	99 16 3
553	Shields, North, Union - B. 1	*225 0 0	114	52 14 2
561	Shoreswood N. 2	131 9 0	47	20 9 8
			13	5 2 6
555	Simonburn - N.	276 0 0		
558	Sleekburn, West - Ch. 2	- - -	98	2 15 3
	NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.
561	Spittal - B. 3	*75 0 0	129	59 6 0
554	Stamfordham R. 6	130 0 0	36	16 8 8
554	Sugleyfield - N.	*100 0 0		
557	Tarset - - B. *c*			
557	Thorneyburn Ch. 1	75 7 6	35	22 9 4
561	Tweedmouth Eng. Pres. 3	- - -	85	30 3 5
			11	2 12 6
553	Tynemouth, Ragged - 1	- - -	172	90 2 10
			59	17 17 6
552	Walbottle Colliery.			
553	Walker, Iron and Alkali Works - 7	- - -	207	100 6 2
			56	24 6 8
553	Walker - R. 11	- - -	254	130 19 4
			59	21 12 6
557	Wark, Heron's Charity and P. 1	- - -	82	44 17 4
559	Warkworth, Radcliffe Colliery - Ch. *c*			
560	Warrenford - B. 3	*20 0 0	37	9 11 10
			11	4 5 10
555	Whitley Chapel N.	70 0 0		
563	Whittingham N. 1	- - -	95	46 2 4
555	Whittonstall N. 4	110 0 0	28	11 7 6
558	Widdrington Ch. 1	- - -	37	7 5 8
553	Willington Quay, Stephenson's Memorial - 7	737 0 0	315	166 10 10
563	Wingates - N.	26 10 0		
558	‡Witton (Nether) - - N.			
562	Wooler - - N. 4	*70 0 0	91	65 5 4
			103	48 8 2
562	Wooler - Pres. 3	- - -	20	6 3 4
555	Wylam, Village Colliery - B. 6	526 0 0	70	36 1 10
	NOTTINGHAMSHIRE.			
438	Annesley, Woodhouse Ch. 10			*f*
438	Arnold, Boys and Girls - N. 11	480 0 0	204	95 10 2
438	Arnold, Infants - - N.	242 0 0		
441	Averham - N. 6	- - -	31	13 11 6
442	Balderton - N. 1	334 0 0	88	38 0 0
442	Barnby-in-the-Willows - N.	57 0 0		
438	Basford - N. 10	440 0 0	186	80 13 6
434	Beckingham N. 2	222 0 0	37	
438	Beeston - N. 11	*144 0 0	117	65 8 0
438	Beeston - W. 11	- - *g*	70	31 4 2
			122	62 11 2
442	Besthorpe - N.	40 0 0		
443	Bingham - N. 3	- - -	68	30 9 2
			7	2 9 2
443	Bingham - W. 11	372 0 0	87	45 15 2
437	Blidworth - N. 10	425 0 0	72	45 12 11
			15	4 7 6
434	Bole - - N. 2	- - -	36	17 14 6

a Removed from inspection. *b* Refused under Article 52 *d*. *c* School not existing.
d School sold. *e* School closed. *f* Due, but not paid. *g* For two years.

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	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
441	Boughton, Infants - Ch. 2	- - -	53	4 0 0
444	Bramcote - N.	*50 0 0		
443	Bridgeford, East - N. 12	65 0 0		*a*
438	Bridgeford, West - Ch.	146 0 0		
438	Bulwell - N. 11	- - -	173	72 18 0
438	Burton Joice N. 12	183 15 0	84	14 10 6
438	Calverton - N. 11	- - -	62	35 12 6
438	Carrington - N. 4	*75 0 0	84	30 12 2
	,, ,,	35 0 0	8	0 13 4
444	Chilwell - N.	246 0 0		
442	Coddington - N.	71 9 0		
442	Coddington - W. 1	- - -	35	14 3 10
442	Collingham, North and South - N. 1	*60 0 0	71	27 17 4
	,, ,,	65 11 6		
442	Collingham - W. 1	380 0 0	58	23 0 9
438	Cossall, Village - - 11	- - -	37	28 8 1
415	Costock - N. 11	*50 0 0	34	13 14 0
	,, ,,	83 0 0		
435	Cotes, Old - N.	*50 0 0		
443	Cotgrave - Ch. 11	- - -	99	48 3 4
			12	4 0 0
443	Cropwell Butler - P. 11	- - -	79	39 17 8
			14	3 13 4
435	Dunham - N. 2	215 0 0	84	37 4 8
438	Eastwood, Boys - - N. 10	324 3 9	310	136 11 2
438	Eastwood, Girls - Ch. 10	45 0 0		
438	Eastwood, Infants - Ch. 10	*60 0 0		
	,, ,,	50 0 0		
441	Elston, All Saints' - N. 2	126 0 0	57	31 13 10
			27	8 14 2
441	Epperstone - N. 12	303 0 0		*a*
435	Everton (Bawtry) - Ch. 2	- - -	51	23 14 4
442	Farndon, Mixed - N. 1	233 0 0	65	32 12 6
			11	3 15 10
441	Farnsfield, Endowed - Ch. 12	- - -	91	50 2 2
441	Farnsfield - W. 11	- - -	109	56 7 4
438	Gotham - N. 11			*a*
435	Gringley-on-the-Hill - N. 2	284 8 0	63	34 9 10
442	Harby - - N. 1	- - -	36	13 18 7
442	Harby - - W. 1	- - -	61	24 5 0
443	Hawksworth Ch.			
438	Hucknall Torkard - N. 10	404 0 0	249	133 0 8
437	Hucknall under Huthwaite - N.	265 16 8		
439	Hyson Green, St. Paul's - N. 4	1,065 16 0	196	110 12 0
443	Keyworth - N. 11	- - -	50	20 2 2
438	Kimberley, Par. - - Ch. 11	132 10 0	87	19 8 3
438	Kimberley - B. 11	50 0 0		*a*

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
444	Kingston-upon-Soar - N. *b*			
441	Kneesall - Ch. 2	- - -	70	26 19 6
438	Lambley - N.	90 0 0		
443	Langar - Ch. 11	- - *c*	18	8 9 6
			23	10 9 8
441	Laxton - P. 2	- - -	37	11 6 6
439	Lenton - N. 4	683 6 8	359	176 17 4
			27	8 15 10
441	Lowdham - N. 12	293 15 0	92	46 0 10
			12	4 1 8
			64	29 4 0
437	Mansfield - B. 12	- - *c*	16	2 2 11
			87	40 9 4
			20	4 18 4
437	Mansfield, St. John's - N. 10	828 0 0	169	81 18 2
437	Mansfield - W. 12	- - -	83	34 1 4
437	Mansfield Woodhouse N. 10	200 0 0	54	22 18 8
437	Mansfield Woodhouse W.			
435	Markham Clinton - N.			
435	Mattersey - N. 2	274 12 0	33	17 17 8
441	Muskham, North, Mary Woolhouse's Charity.			
442	Newark-upon-Trent, Boys' N. 2	*125 0 0		
	,, ,,	140 15 0	260	48 0 0
442	Newark-upon-Trent, Girls' N. 2	84 4 0		
442	Newark-upon-Trent, Ch. Ch. (Haughton Road) - N. 2	1,404 10 0	321	170 4 10
			40	14 3 4
442	Newark-upon-Trent (King St.), Infants N. 2	- - -	97	48 18 6
442	Newark-upon-Trent - W. 1	273 0 0	129	62 19 10
438	Newthorpe, Infants - N.	50 0 0		
440	Nottingham, All Saints, (Boys, Girls, and Infants) N. 5	281 0 0	218	114 11 4
440	Nottingham (Bath St.), Boys - - B. 11	- - -	78	29 14 11
440	Nottingham (Canal St.) B. *d*	*550 0 0		
440	Nottingham (Derby Rd.) B. 11	174 0 0	137	79 17 2
			142	84 15 0
440	Nottingham (Girls Sch. of Industry) 4	- - -	90	41 12 0
440	Nottingham (High Pavement) - B. 11	- - -	278	120 10 8
440	Nottingham, St. Anne's N. 4	641 11 10	302	137 3 6
			33	9 5 10

a Due, but not paid. *b* Removed from inspection. *c* For two years. *d* School pulled down.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
440	Nottingham, St. Anne's, Bullivant Street Branch 4	- - -	90	11 13 3
440	Nottingham, St. Barnabas' R. *a*			
440	Nottingham, (Rutland Street), St. James', Infants - - N. 4	- - -	128	54 9 10
440	Nottingham, St. John's - N. 4	517 0 0	231	116 5 8
440	Nottingham, St. John's - R. 9	- - -	169	67 1 1
440	Nottingham, St. Luke's - P. 3	- - -	313 60	133 9 8 14 18 4
440	Nottingham, St. Mary's (Barker Gate) N. 4	*300 0 0 228 7 0	208	119 9 8
440	Nottingham, St. Mary's (Plumptre Street) - N. 4	444 0 0	254	104 5 4
440	Nottingham, St. Mary's - R. 9	- - -	60	34 19 10
440	Nottingham, St. Matthew's - N. 4	649 0 0	212	111 14 11
440	Nottingham, St. Nicholas' N. 4	800 0 0	232 16	129 3 0 5 10 0
440	Nottingham, St. Paul's - N. 5	352 13 1	265 32	117 0 6 8 11 8
440	Nottingham, St. Peter's - N. 4	- - -	274 87	108 16 0 23 12 6
440	Nottingham, St. Saviour's N. 4	390 6 3	220 40	114 14 10 13 16 8
440	Nottingham, Holy Trinity N. 4	1,027 5 0	665	332 7 10
440	Nottingham, Trinity Branch, Mixed - 4	- - -	93	56 19 0
440	Nottingham, Trinity, Colville Street, Infants - N. 5	154 10 0	76	31 9 0
441	Ollerton - N. 2	236 17 8	75	29 12 8
437	Pleasley Hill B. 12	- - -	92 33	47 5 0 9 10 10
443	Radcliffe-on-Trent - Ch. 12	- - -	58 4	40 17 10 0 10 0
439	Radford, Old - - N. 4	150 0 0	176	89 3 6
439	Radford, New - - N. 4	454 0 0	308	155 17 2
435	Rampton - Ch. 3	- - -	52	27 10 3
435	Retford, East N. 2	794 15 0	367 69	180 4 8 24 15 10
435	Retford, St. Saviour's - N. 2	94 17 8	75	37 13 10
435	Retford - W. 10	- - -	101	60 14 6
435	Retford, West N. 2	181 5 0	70	35 8 2

a Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	NOTTINGHAM—*cont.*	£ s. d.		£ s. d.
438	Ruddington, Girls and Infants - N. 11	- - -	222	100 7 1
438	Selston - N. 10	401 0 0	280	119 4 5
436	Shireoaks - Ch. 5	- - -	68	28 13 2
437	Skegby - N. 10	126 0 11	77	38 11 10
439	Snenton - N. 4	*150 0 0 200 0 0	95	65 5 4
441	Southwell - N. 6	- - -	166	86 6 0
441	Southwell, Holy Trinity, Infants - N. 6	165 0 0	92	39 1 2
444	Stapleford, St. John's - N. 11	- - -	152	0 6 8
435	Sturton - N. 2	51 8 0	72	41 18 10
415	Sutton-Bonnington, Endowed, Boys - - Ch. 11	193 0 0	33	*b*
415	Sutton-Bonnington, Girls - - Ch. 11	243 16 2	83	34 19 9
437	Sutton-in-Ashfield - N. 10	418 3 4	258 88	151 8 6 28 13 4
437	Sutton-in-Ashfield (East-field Side) - B. 11	*125 0 0	94	12 3 1
441	Sutton-on-Trent - N.	*50 0 0		
438	Trowell - Ch. 11	- - -	63	34 9 0
441	Upton - - N. 6	89 5 0	42 4	20 15 10 0 10 0
434	Walkeringham - - Ch. 2	- - -	73	43 5 4
441	‡Weston, Endowed - Ch.			
438	Westwood (Selston), Infants - N. 10	- - -	49	19 13 2
435	Wheatley, North - Ch. 2	48 10 4	57 10	33 1 2 1 5 0
415	Willoughby-on-the-Wolds, General - Ch. 2	90 0 0	52	15 6 8
438	Wollaton - Ch. 11	- - -	76	36 14 6
436	Worksop Abbey - - N. 5	100 0 0	177	91 14 1
436	Worksop, Castle Hill, Mixed N. 5	- - -	187	94 11 10
436	Worksop Rectory, Mixed N. 5	432 0 0	92	42 19 6
436	Worksop, St. John's, District - - 5	- - -	218	44 0 4
436	Worksop, St. Mary's - R. *a*			
	OXFORDSHIRE.			
163	Adderbury - N.	279 4 0		
159	Ardley, Mixed N. 5	- - -	56	28 16 4
162	Ascot-under-Wychwood N.			
155	Assendon - R. 5	- - -	32 10	18 12 4 3 11 8

b Grant refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	OXFORD—*cont.*	£ s. d.		£ s. d.
156	Aston Rowant - N. 4	70 0 0	50	26 12 2
			8	2 8 4
161	Aston-in-Bampton - N.	286 4 0		
123	Baldon Toot P. 7	- - -	19	5 5 0
163	Balscott - N. 3	- - -	37	14 4 6
163	Banbury - N. 2	- - -	256	133 4 4
			48	16 16 1
163	Banbury - B. 6	156 0 0	357	197 9 2
163	Banbury, Central, Infants 6	- - -	63	38 8 2
163	Banbury, St. John's - R. 5	- - -	87	48 14 0
157	Beckley - N. 4	- - -	57	39 7 6
			17	4 7 6
125	Benson - N. 4	127 10 0	123	52 14 2
125	Benson - B. 6	- - -	101	63 6 8
159	Bicester - N. 5	818 0 0	259	139 6 9
159	Bicester, Infants - N.	*45 0 0		
160	Bladon, Mixed - N. 3	- - -	71	36 8 4
163	Bloxham - N. 2	142 0 0	78	29 4 0
			34	9 11 8
163	Bodicote - Ch. 2	- - -	51	23 5 2
161	Bradwell - Ch.			
161	Broughton-Pogis-cum-Filkins - Ch. 5	86 3 0	72	45 15 7
			10	5 18 4
161	Burford-cum-Fulbrooke - N. 4	- - -	168	67 9 2
			19	5 0 10
161	Burton Abbot's - - N.	124 12 6		
156	Cadmore End N.	129 0 0		
160	Cassington - Ch.			
155	Caversham - P. 5	- - -	102	46 18 6
162	Chadlington N. 3	- - -	84	29 12 9
			23	6 19 2
162	Chadlington, Infants - N.			
162	Charlbury - B. 6	60 9 0	84	38 10 8
162	Charlbury, Infants - 6	- - -	64	32 18 6
163	Cherwell - B. 6	- - -	172	95 1 4
			47	17 9 2
150	Chinnor - N. 4	346 0 0	47	20 1 8
			9	1 19 2
150	Chinnor - B. 6	54 0 0	46	23 14 6
162	Chipping Norton - - N. 2	*100 0 0	175	72 16 8
	" "	495 10 4	23	4 15 10
162	Chipping Norton - - B. 6	300 0 0	172	103 16 0
			14	4 10 0
162	Churchill and Sarsden - N. 2	- - -	198	13 0 1
			17	4 9 2
123	Clifton-Hampden - - Ch. 7	- - -	65	24 16 4
			12	1 10 0
157	Cowley - N. 11	- - -	72	21 12 4
157	Cowley, St. John's - Ch. 10	- - -	135	55 13 4
163	Cropredy - N. 2	270 0 0	114	44 17 2
157	Cuddesdon - N. 4	68 0 0		
123	Culham - N. 7	67 10 0	50	28 14 2
123	Culham, Oxford Diocesan Practising 12	146 5 0	40	22 18 8
160	Deddington N.	400 0 0	38	9 8 5
125	Dorchester - N. 4	*20 0 0	20	4 15 7
125	Dorchester, Girls and Infants - N. 4	- - -	65	28 0 10
163	Drayton - N. 4	- - -	32	10 8 4
161	Ducklington, St. Bartholomew's - N. 6	243 0 0	41	19 1 11
160	Dunstew - Ch. 5	- - -	43	13 18 4
			13	4 14 2
161	Ensham - N.	228 3 6		
162	Enstone - N.	*56 0 0		
125	Ewelme - N. 4	- - -	52	21 2 8
			11	3 19 2
162	Finstock and Fawler - N. 3	285 4 0	70	19 10 7
			23	4 15 10
159	Fringford - N. 5	- - -	77	36 18 4
157	Garsington Ch. 6	- - -	31	12 10 8
126	Goring - N. 1	- - -	42	27 5 3
161	Hailey - N. 1	60 0 0	51	24 4 0
155	Harpsden - P. 6	- - -	27	12 15 2
157	Headington, Mixed - N. 5	237 0 0	80	32 2 10
157	Headington Quarry, Mixed Ch. 7	- - -	66	12 14 11
155	Henley-on-Thames - N. 10	647 0 0	290	124 9 8
159	Heyford, Lower - Ch. 10	100 0 0	44	22 11 4
163	Hook Norton - - N. 2	- - -	110	52 7 0
			20	6 0 0
163	‡Hook Norton B.			
157	Horton (Beckley) - - Ch. 5	- - -	28	11 11 7
150	Ibstone - Ch.			
157	Iffley - - Ch. 10	- - -	76	34 11 7
			6	1 18 5
	Ipsden Union of Schools - 7			
	Ipsden -	- - -	27	7 12 8
	North Stoke	- - -	26	9 7 6
	South Stoke	- - -	40	10 0 0
	Woodcote	- - -	26	9 10 0
	Stoke Row	- - -	33	13 4 8
	Checkendon	- - -	27	11 5 10
161	Kencott - Ch. 4	- - -	33	14 11 10
160	Kiddington - N. 6	- - -	40	26 15 5
160	‡Kidlington - N.			
155	Kidmore End, St. John the Baptist - Ch. 6	98 5 0	57	26 6 6
			85	46 2 2
162	Kingham - N. 2	- - -	21	5 4 2
			61	13 11 1
159	Kirtlington N. 3	- - -	16	2 15 7
122	Langford - N.	90 0 0		
159	Launton - N. 5	204 0 2	71	37 4 8
			16	5 0 0
162	Leafield - N. 3	*65 0 0	116	40 10 6
161	Leigh, North N. 5	*48 0 0	85	52 7 10
156	Lewknor - N. 4	*83 0 0	59	30 18 8
	" "	31 8 3		

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	OXFORD—*cont.*	£ s. d.		£ s. d.
157	Littlemore - Ch. 11	- - -	64	17 12 0
			18	4 5 0
126	Maple-Durham - P.			
157	Marston - N. 6	- - -	47	15 12 0
			100	31 10 0
156	Milton, Great N. 4	- - -	14	1 15 0
			66	34 10 6
156	Milton, Little N. 4	149 0 0	15	5 17 6
162	Milton-under-Wychwood N. 3	- - -	82	35 7 8
			15	4 9 2
156	Moreton - Ch.	174 0 0		
155	Nettlebed - N. 7	- - -	52	22 3 8
163	Newington, North - N. 2	- - -	62	*a*
163	Newington, South (St. Matthew's) N. 1	*67 0 0	46	18 13 4
	" "	40 0 0		
161	Newland, The Blake.			
155	Nuffield - Ch. 5	- - -	27	9 9 0
			15	1 17 6
123	Nuneham - N. 12	- - -	73	43 1 0
158	Oxford, Blue Coat.			
158	Oxford, City U.			
158	Oxford, St. Aldate's - N. 10	*72 0 0	95	29 6 4
157	Oxford, St. Clement's - N. 10	- - -	202	92 15 2
158	Oxford, St. Ebbe's - N.			
157	Oxford, St. Giles' - N. 11	*110 0 0	192	99 12 4
158	Oxford, St. Mary Magdalene - N. 11	- - *b*	103	57 0 6
			111	62 10 8
158	Oxford, St. Michael's - Ch. 11	- - -	20	*a*
158	Oxford, St. Paul's - N. 11	213 0 8	260	98 18 4
158	Oxford, St. Peter's-in-the-East - Ch. 11	- - -	105	52 6 11
158	Oxford, St. Thomas-the-Martyr - N. 10	- - -	80	23 8 0
158	Oxford - W. 6	76 0 0	184	108 12 0
159	Piddington - N.	203 0 0		
155	Pishill - - Ch. 4	- - -	41	14 18 8
161	Ramsden - N. 3	129 0 0	76	39 13 0
162	Rollright, Great - N. 2	155 15 0	57	5 9 1
			15	3 3 3
*155	Rotherfield (Grey's), Trinity, Infants - - N. 10	60 0 0	85	39 10 8
160	Sandford - N. 3	45 0 0	30	9 12 6
123	Sandford-on-Thames - N. 7	- - -	31	13 18 8
155	Shiplake - N. 5	- - -	39	5 2 2
162	Shipton-under-Wychwood N.	255 0 0		
125	Southstoke - N. *c*	30 0 0		
162	Speisbury - Ch. 6	- - -	57	28 7 6
161	Standlake - Ch. 5	- - -	42	8 4 6
160	Steeple Aston, Radcliffe's Ch. 3	- - -	59	21 11 3
			10	1 8 3
160	Steeple Barton - - Ch. 6	- - -	79	28 7 2
			77	36 2 0
160	Stonesfield - N. 3	- - -	23	7 14 2
159	Stratton-Audley - - N. 5	- - -	63	29 9 2
			12	3 8 4
157	Summertown N. 11	86 0 0	71	36 10 8
155	Swyncombe, Industrial - Ch. 4	- - -	34	17 2 2
156	Sydenham (Wenman's) N.	50 0 0		
160	Tackley - N. 3	78 0 0	43	21 17 6
156	Tetsworth - N.	100 0 0		
162	Tew, Great, Endowed - 2	- - -	71	26 5 0
162	Tew, Little - N.	*30 0 0		
	" " - "	10 0 0		
156	Thame " - N. 10	*120 0 0	43	12 6 0
	" " - "	60 0 0		
156	Thame-Royal B. 6	*150 0 0	87	52 11 6
125	Warborough N.	45 0 0		
163	Wardington N. 2	- - -	90	38 8 0
155	Watlington - N. 4	50 0 0	41	9 4 6
161	Westwell - N.	40 0 0		
	Westwell Union of Schools:— Westwell. Burton Abbots.			
157	Wheatley - N. 4	357 0 0	83	32 8 2
			10	2 3 4
163	Wigginton - N.	164 0 0		
161	Witney - N. 1	*47 0 0	170	83 10 2
	" " - "	699 0 0	20	5 5 0
161	Witney - W. 6	- - -	90	44 0 6
125	Woodcote - N.	*35 0 0		
160	Woodstock - N. 3	691 0 0	169	81 16 4
160	Woolvercote P. 11	- - -	77	41 15 0
163	Wroxton - Ch. 3	- - -	56	33 7 2
			21	5 15 10
	RUTLANDSHIRE.			
419	Ashwell - Ch.			
420	Bisbrooke - Ch. 4	- - -	41	9 15 8
419	Braunston - N.	40 0 0		
421	Clipsham - N.	111 2 0		
419	Cottesmore - N. 4	- - -	90	54 7 4
			9	3 4 2
419	Empingham, Foster Charity - - N.			
419	Exton - - N. 4	- - -	119	44 18 1
			10	1 5 0
419	Greetham - Ch 4	- - -	88	33 0 0
419	Hambleton - N.	*30 0 0		
	" " - "	25 0 0		
421	Ketton - N. 4	263 0 0	126	55 15 8
419	Langham - Ch.			
420	Luffenham, South - N. 4	76 0 0	48	22 5 4
			9	2 10 10
419	Manton - N. 4	95 4 0	24	8 2 4

a Refused under Article 52 *d*. *b* For two years. *c* School pulled down.

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	RUTLAND—*cont.*	£ s. d.		£ s. d.
419	Oakham, Model - N. 4	589 15 0	250 14	123 11 8 5 1 8
421	Ryhall - N.	*50 0 0		
420	Seaton - N. 4	222 10 0	57	25 0 8
420	Uppingham N. 4	- - -	85	40 12 3
419	Whissendine N. 4	88 6 3	59 8	26 2 6 2 10 0
420	Wing - - N. 4	84 0 0	79	33 16 2
	SHROPSHIRE.			
359	Acton Burnell N.	32 0 0		
364	Adderley - N. 12	-	46	11 0 2
359	Alberbury - Ch. 4	- - -	53 16	25 12 8 2 0 0
357	Albrighton - 3	- - -	52	23 17 2
363B	Ash - - N.	88 0 0		
366	Aston - - N. 11	60 0 0	86	44 8 10
364	Aston-in-Woore - N.	45 0 0		
359	Battlefield and Uffington - N.			
357	Beckbury - N. 7	96 7 6	35	15 1 0
359	Berrington - N.	32 0 0		
353	Bishop's Castle - N. 6	76 13 4	106	43 7 1
359	Bomere Heath - N.	123 0 0		
356	Bridgnorth, Blue Coat - N.			
356	Bridgnorth, St. Mary's and St. Leonard's - N. 2	508 10 10	166	53 19 7
356	Bridgnorth, St. Mary's, Low Town - N. 2	334 18 8	84	44 6 8
353	Brockton - N.	105 0 0		
358	Broseley - N. 2	806 6 3	274	151 5 8
604	Bucknell - N.	168 10 0		
352	Cainham - N.	*47 0 0		
356	Chelmarsh - N. 2	80 0 0	39	16 12 7
366	Chetwynd - N. 11	180 10 0	65	9 6 6
608	Chirbury - Ch. 10	- - -	42	5 15 0
354	Church Stretton - Ch.	521 2 0		
353	Clun - - N. 6	- - -	112	60 17 2
353	Clunbury - Ch. 6	257 10 0	79	23 0 0
353	Clungunford N.	287 0 0		
358	Coalbrookdale, Girls and Infants - Ch. 6	- - -	125	69 18 10
358	Coalbrookdale Company's, Boys - - N. 6	- - -	95 84	53 8 0 29 0 0
362	Cockshutt - N.	274 0 0		
359	Cressage - N.	170 14 0		
358	Dawley - N. 6	208 0 0		
358	Dawley Bank, N. and Infants 1	- - -	144 18	69 14 6 6 1 8
358	Dawley, Poole Hill (Coalbrookdale Company's) 6	- - -	411 20	215 6 2 9 18 4
352	Diddlebury N. 4	- - -	69 14	47 19 10 5 3 4
366	Donnington Wood - N. 11	- - -	201	116 18 2
364	Drayton, Little - N. 12	145 10 0	a 168 189	64 2 2 92 13 4
362	Duddlestone, Subscription.			
362	Duddlestone Heath - N. 5	- - -	74	29 0 8
356	Eardington - N. 2	185 0 0	50	19 7 0
359	Eaton Constantine - N. 7	42 0 0	32	24 0 0
362	Ellesmere - N. 5	- - -	103	46 14 6
365	Ercall, High N.	135 2 6		
361	Frankton, St. Andrew's - Ch.	64 0 0		
357	George's, St. Ch. 7	1,047 0 0	442 33	244 1 0 14 11 8
359	Harley - Ch.	170 14 0		
362	Harmer Hill Ch. 4	- - -	35	20 1 2
364	Hinstock - N. 11	*60 0 0		
	,, - ,,	176 0 0	105	66 9 2
364	Hodnet - N. 11	*80 0 0	31	22 16 0
354	Hope Bowdler N.	122 8 0		
608	Hope (in Worthen) - N. 10	70 0 0	56	24 12 9
353	Hopesay - P. 6	- - -	50	26 12 0
362	Hordley - N. 5	55 0 0	32	14 3 10
358	Ironbridge - Ch. 2	759 0 0	143	60 18 10
358	Ironbridge, Severnside N. b			
358	Jackfield - N. 5	160 0 0	85	42 17 8
357	Kemberton - N.	100 0 0		
365	Ketley - N. 7	- - -	137	66 7 6
355	Kinlet - - N. 7	87 14 8	a 29 33	11 5 11 12 11 4
361	Kinnerley - N. 4	345 0 0	66	43 10 4
365	Kinnersley - Ch. 11	- - -	23	8 1 6
360	Leaton - - P. 4	- - -	29	12 16 8
359	Leighton - N. 7	126 17 6	43	32 7 6
366	Lilleshall - N. 11	- - -	193 17	104 17 2 5 19 2
604	Llanvair Waterdine N.	127 0 0		
361	Llanymynech Ch. 10	- - -	41	14 11 0
363A	Loppington - N.	75 10 0		
352	Ludlow - N. 11	900 0 0	336 47	152 17 5 15 12 6
358	Madeley - N. 3	255 13 4	305 86	153 6 11 36 1 8
358	Madeley Wood, Lloyd's - P. 3	- - -	51	24 2 0
358	Madeley Wood W. 2	357 0 0	114	54 10 4
361	Maesbury - N.	42 0 0		
358	Malin's Lee N. 1	- - -	185 18	102 3 0 6 0 0
364	Market-Drayton - N. 12	*170 0 0	210	110 16 0
	,, ,, - ,,	213 10 10		
361	Martin's, St. (The Lodge) N. 5	127 5 0	32	7 15 9
360	Meole Brace N. 4	238 0 0	56	27 17 0
362	Middle - Ch. 4	- - -	94	50 14 2
356	Middleton - R.			
608	Middleton-in-Chirbury - N. b	168 0 0		

a For two years.

b School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	SHROPSHIRE—*cont.*	£ s. d.		£ s. d.
359	Minsterley - N. 4	- - -	46	4 10 2
361	Moreton - Ch. 5	- - -	53	25 7 10
356	Morville - N. 2	179 0 0		
386	Nash - - N.	75 0 0		
355	Neen and Milson - N.	63 0 0		
353	Newcastle - Ch. 6	- - -	28	11 10 1
365	New Dale (Coalbrookdale Company's) N. 6	- - -	85	42 7 4
366	Newport - N. 11	- - -	51	29 6 2
366	Newport - R. 4	- - -	107	64 11 3
363A	Newtown - N.	93 0 0		
357	Norton (Stockton) - - N. 7	- - -	48	18 2 6
352	Onibury - N.	*30 0 0		
361	Oswestry - N. 7	360 0 0	255	98 7 2
			15	3 17 6
361	Oswestry - B. 11	*150 0 0	119	44 14 2
360	Oxon - - N. 4	155 6 8	29	12 0 2
359	Pontesbury Ch. 4	288 0 0	134	53 13 6
361	Porthywaen N.	*60 0 0		
363A	Prees - - N. 4	160 0 0	104	53 5 2
361	Preesheulle - B. 11	- - -	61	19 9 10
359	Preston, Gubbald's - N. 4	- - -	33	13 2 4
365	Preston-on-the-Wildmoors N.	36 13 0		
361	Rhydycroesau - - N.	85 0 0		
365	Rodington - N. 6	132 0 0	51	23 12 6
357	Ryton - - N. 7	64 10 0	30	12 1 6
	Salop (South-east District) - - U.			
364	Sambrook - N. 11	211 0 0	56	20 16 10
361	Selattyn - Ch. 7	155 9 0	50	10 2 5
359	Sheinton - N.	70 0 0		
353	Shelve - - N.	45 0 0		
357	Shiffnal - N. 7	- - -	103	50 12 0
360	Shrewsbury B. 2	154 18 0	238	111 9 6
360	Shrewsbury, Coleham - N. 5	*120 0 0	211	97 4 6
	" " - "	333 17 8		
360	Shrewsbury, Holy Cross N. 5	180 0 0	113	49 11 2
360	Shrewsbury, St. Alkmond's - Ch. 5	180 0 0	131	66 18 0
360	Shrewsbury, St. Chad's - N. 5	*290 0 0	370	163 2 2
	" " - "	1,228 5 0		
360	Shrewsbury, St. George's Ch. 5	- - -	131	15 17 7
			17	5 19 2
360	Shrewsbury, St. Mary's and St. Michael's - N. 5	74 6 0	210	117 19 2
			71	20 7 6
360	Shrewsbury, St. Mary's - R. 4	- - -	90	34 10 10
352	Stoke, St. Milborough's - N.	116 0 0		
352	Stokesay - P. 11	289 4 0	63	38 10 0
355	Stottesden - N.	*125 0 0		
357	Sutton Maddock - - N. 7			

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	SHROPSHIRE—*cont.*	£ s. d.		£ s. d.
366	Tibberton - Ch. 11	- - -	80	38 2 0
			10	2 15 0
363B	Tilstock - N.	*60 0 0		
361	Trefonen - Ch. 5	54 9 6	108	53 19 8
359	Upton Magna - - N. 7	277 0 0	57	13 13 2
365	Wellington - N. 7	757 1 8	235	99 14 4
365	Wellington, St. Patrick's R. 4	- - -	59	22 1 11
365	Wellington - W. 2	403 0 0	161	82 15 4
362	Welsh Hampton - - N. 5	207 10 0	73	39 12 9
			12	0 16 8
363A	Wem - - N. 4	150 0 0	153	72 18 8
363A	Wem - - B.	*200 0 0		
358	Wenlock, Much N. 2	217 14 6	106	66 17 4
359	Westbury - N.	204 13 4		
363D	Whitchurch, Boys and Infants -N. 5	49 0 0	196	65 16 6
363B	Whitchurch, Endowed, Girls - - N. 5	- - -	75	*a*
363D	Whitchurch W. 3	344 16 3	116	49 12 8
361	Whittington N. 5	214 10 0	118	37 5 4
363A	Whixall - N.	150 0 0		
354	Wistanstow N. 11	427 0 0	88	47 4 4
365	Wormbridge, Oakengates N. 7	366 0 0	174	78 12 10
364	Woore, St. Leonard's - N.	99 0 0		
356	Worfield, Endowed.			
608	Worthen - N. 10	93 0 0	74	48 12 6
365	Wrockwardine - - Ch. 7	121 0 0	79	*35 19 6*
365	Wrockwardine Wood N. 11	- - -	*151*	*73 10 2*
	SOMERSETSHIRE.			
317	Aller - - N. 2	*35 0 0	50	25 3 1
			15	5 12 6
319	Ash - - N.	50 0 0		
328	Ashton, Long P. 6	478 15 0	99	44 16 9
328	Backwell - N. 3	192 12 6	37	19 13 6
315	Bagborough, West - - P.	*40 0 0		
323	Baltonsburgh N. 1	- - -	32	16 4 6
324	Banwell - P. 3	265 2 6	125	43 7 0
			8	1 0 0
328	Barrow Gurney Ch. *b*			
317	Barton - Ch. 5	- - -	50	24 5 10
			13	4 15 10
322	Batcombe - N. 6	- - -	53	28 1 2
326	Bath Abbey and St. James', Infant - N. 12	19 19 2	145	70 10 6
326	Bath and Bath Forum - B. 3	460 0 0	162	43 7 7
326	Bath, Beacon Hill - - N. 11	- - -	63	35 10 0
326	Bath, Harley Street, Girls B. 3	- - -	66	22 9 11

a Refused under Article 52 *d*.

b School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SOMERSET—*cont.*	£ s. d.		£ s. d.
326	Bath, Octagon Chapel - N. 12	- - -	—	*a*
326	Bath - - U.			
326	Bath - - R. 6	- - -	62	28 13 4
326	Bath, St. Michael's - N. 11	- - -	161	88 1 10
326	Bath, St. Saviour's - N. 10	173 12 8	199	112 18 10
326	Bath, Sutcliffe Industrial.			
326	Bath, Trim St. Chapel - B. 3	- - -	45	8 7 10
326	Bath, Trinity (Monmouth Place), Inft. 11	- - -	76	36 10 8
326	Bath, Walcot Chapel - W. 3	- - -	110	31 7 7
326	Bath, East Walcot, St. Swithin's, Girls and Infants - 11	215 5 0	154	90 0 6
326	Bath, Walcot, St. Swithin's, Guinea Lane N. 11	568 14 0	382	209 18 4
326	Bath, Walcot, Trinity - N. 11	*115 0 0	160	74 8 0
	„ - „	464 0 0	23	7 7 6
326	Bath, Weymouth House, (Central) - N. 12	227 11 11	212	124 5 4
326	Bathampton N. 11	- - -	37	18 3 8
326	Batheaston - N. 11	984 0 0	128	75 15 6
			20	5 16 8
326	Bathwick - Ch. 11	- - -	127	86 19 4
326	Bathwick, Victoria, Inft. - 11	- - -	—	*a*
321	Beckington - P. 6	- - -	49	22 7 2
328	Bedminster, St. Luke's - N. 10	- - -	300	131 1 2
			54	20 13 4
328	Bedminster and St. Paul's District - N. 10	*252 0 0	287	124 8 8
	„ - „	105 9 4		
328	Bedminster - B. 12	623 0 0	—	*a*
321	Berkley (Frome) Ch. 5	- - -	34	17 6 6
324	Berrow - N. 4	70 0 0	21	10 15 1
324	Biddisham - N. 4	120 0 0	19	7 12 10
322	Binegar - N.	100 0 0		
315	Bishop's Hull N. 3	129 0 0	43	22 4 0
328	Bishport - N. 2	348 6 9	59	28 15 6
			14	5 1 8
324	Blagden (Charterhouse) - Ch.	193 10 0		
324	Bleadon - N.	146 1 0		
314	Bradford - N. 5	68 6 0	53	28 15 0
313A	Brendon Hill Ch. 4	- - -	57	25 8 4
324	Brent, East - N.	78 3 6		
324	Brent, South N. 4	260 0 0	39	14 9 0
320	Brewham - N.	333 0 0		
316	Bridgwater (Dr. Morgan's) N. 2	28 2 0	117	*b*
316	Bridgwater (Friarn Street), Infants - 11	- - -	*e* 125	60 15 2
			126	62 14 4

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
316	Bridgwater, General - B. *c*			
316	Bridgwater, Girls - - N. 2	43 10 0	73	40 1 8
316	Bridgwater (St. Mary's, Mount Street), Infants - N. 2	136 15 0	112	57 15 2
316	Bridgwater, West Street, (Day and Ragged) - N. 2	405 0 0	139	72 17 2
316	‡Bridgwater W. *c*			
327	Brislington - N. 2	853 0 0	138	75 8 10
327	Brislington, Arno's Court Reformatory R.			
329	Bristol, St. Mary Redcliffe - N. 10	1,326 0 0	427	204 12 0
328	Bristol, Langdon Street - W. 1	- - -	143	67 2 8
329	Bristol, St. Mary Redcliffe, Infts. N. 10	- - -	190	55 14 6
329	Bristol, Temple Church, Colston's - 10	541 17 6	157	68 18 0
329	Bristol, Temple Ch., Infants - Ch. 10	- - -	219	80 8 1
313A	Brompton-Ralph - N.			
313B	Brushford - N.	*22 0 0		
320	Bruton - N. 7	171 15 0	91	41 18 0
			37	10 4 2
321	Buckland Denham - N. 6	102 0 0	74	38 19 0
			12	4 11 8
324	Burnham - N. 4	200 0 0	77	46 10 6
			11	2 17 6
324	Burrington, Mixed - 6	- - -	66	44 15 10
316	‡Burrowbridge Ch. 2			
323	Butleigh - N. 1	191 0 0	118	63 5 2
			17	5 14 2
325	Cameley - P. 7	122 1 3	93	53 6 4
325	Camerton, Mixed - 4	- - -	102	48 7 10
316	Cannington - N. 3	*140 0 0	127	65 2 0
			22	7 8 4
320	Castle Cary and Almsford - N. 7	214 5 0	61	27 3 6
			43	13 14 2
316	Catcott - N. 1	37 10 0	52	5 19 4
321	Chantry (Industrial) - N. 6	782 2 0	33	22 1 10
318	Chard - N. 5	24 0 0	165	80 17 4
			41	12 7 6
327	Charlton, Queen - N.	178 0 0		
317	Charlton, West - N. 2	- - -	65	10 12 6
			32	10 16 8
324	‡Cheddar - N. *d*			
315	Cheddon, Fitzpaine - N.	80 0 0		

a Due, but not paid. *b* Not claimed. *c* School closed. *d* Removed from inspection. *e* For two years.

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
325	Chew-Magna P. 7	30 14 8	80	40 17 6
325	Chewstoke - N.			
323	Chewton Mendip - - P. 5	200 0 0	84	31 16 4
316	Chilton-upon-Polden, Sunday - -	*30 0 0		
319	Chinnock, West Ch. 2	- - -	61	34 13 6
324	Churchill - P. 6	25 16 8	33	16 3 0
325	Clandown - Ch. *a*			
313A	Clatworthy - Ch.			
313A	Cleeve (Old) N. 4	35 0 0	53	26 13 6
328	Cleeve, Trinity Ch.	207 0 0		
328	Clevedon - N. 6	*25 0 0	122	67 6 8
	" "	657 0 0	20	6 13 4
325	Clutton - B. 4	- - -	51	26 14 2
325	Clutton - N.	*44 0 0		
319	Coker, East - B. 4	- - -	158	59 9 1
			52	11 18 4
321	Coleford - Ch.	*60 0 0		
	" "	134 14 4		
321	Coleford - W.			
326	Combe Down N.	35 10 0		
315	Combe Florey N. 5	30 0 0	26	14 11 8
318	Combe, St. Nicholas' - N. 3	- - -	98	51 9 2
316	Combwich - N.	185 0 0		
324	Compton, Bishop - N.	50 0 0		
327	Compton, Dando - N. 2	226 0 0	40	23 2 4
325	Compton Martin - N.	55 0 0		
320	Compton Pauncefoot N. 3	- - -	53	38 13 8
			11	3 10 10
324	Congresbury N. 3	- - -	52	13 8 11
315	Corfe - - P. 5	- - -	36	22 11 6
327	Corston - N.	74 0 0		
323	Coxley - - N.	60 0 0		
322	Cranmore, East and West - - N. 3	13 9 0	45	24 18 4
318	Crewkerne - N. 2	250 0 0	137	80 8 2
317	Curry Rivel - P. 5	- - -	40	5 10 2
			8	0 8 0
315	Curry, North N. 2	240 8 4	93	44 7 10
			12	1 10 0
313A	Cutcombe, Endowed - N.			
323	Dinder - Ch. 5	- - -	23	12 4
325	Downside, Ch. Ch. - N.	85 0 0		
323	Dulcote - N. 5	- - -	35	21 7 6
313B	Dulverton - N. 4	342 8 0	118	71 18 6
328	Dundry - N.	296 0 0		
326	Dunkerton - N. 5	80 0 0	21	10 2 6
313A	Dunster - Ch. 4	- - -	30	11 3 2
313A	Dunster - W. 11	159 12 0	*b* 58	24 3 0
			47	15 7 10
316	Eastover, St. John's - N.	175 10 0		
313A	Elworthy - N.	*50 0 0		
322	Evercreech, Ch. Ch. - N. 6	675 9 0	159	73 6 3

a Removed from inspection.

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
313B	Exmoor - N.			
328	Failand - N.	*40 0 0		
	" "	23 15 6		
325	Farmborough P. 7	315 12 0	40	22 14 6
328	Flax Bourton N.			
258	Freshford - Ch.	104 15 0		
321	Frome, Ch. Ch. N.	181 0 0		
321	Frome, Milk Street - B. 2	37 10 0	143	37 1 3
321	Frome-Selwood N. 7	62 9 4	59	41 3 6
321	Frome - Selwood, Girls- N. 7	- - -	92	37 14 2
321	Frome, Trinity N. 7	166 19 8	129	56 3 2
321	Frome - W. 2	- - -	117	35 5 9
323	Glastonbury, Boys and Girls - N. 1	335 12 6	222	99 10 10
316	Gleinton - P.			
313A	Gupworthy Ch. 4	- - -	35	21 10 3
317	Hambridge - N.	100 0 0		
319	Hardington Mandeville N. 2	- - -	60	35 16 2
325	Harptree - B. 2	- - -	37	18 1 4
325	Harptree, East P. 5	- - -	37	14 1 5
319	Haselbury Plucknett - N. 5	- - -	88	47 1 2
315	Hatch-Beauchamp - N.			
324	Highbridge - N. 4	116 0 0	58	24 3 8
317	High Ham - Ch. 2	250 15 0	68	36 15 0
			20	7 10 0
318	Hinton, St. George - N. 5	287 0 0	74	41 1 10
323	Horrington, East - - Ch. 5	- - -	31	14 3 8
320	Horsington - N.	378 0 0		
313B	Huish-Champflower - N. 3	- - -	30	9 12 2
			10	3 11 8
316	Huntspill - N. 3	- - -	45	15 2 9
324	Hutton - Ch. 4	- - -	36	19 3 9
319	Ilchester - N.	*79 0 0		
318	Ilminster - N. 5	500 0 0	128	56 13 2
317	Keinton-Mandeville - N.	42 0 0		
328	Kenn - - N.	37 10 0		
327	Keynsham - P. 2	568 0 0	130	59 0 5
327	Keynsham - B. 3	- - -	102	26 14 3
321	Kilmersdon - Ch. 6	309 0 0	57	3 17 10
267	Kilmington N. 5	- - -	43	17 3 2
			6	1 15 0
317	Kingsdon - N.	*52 0 0		
328	Kingston Seymour - - P.	223 0 0		
314	Langford Budville - N. 2	- - -	52	23 1 4
321	Leigh-on-Mendip, St. Giles - - N. 3	- - -	62	39 17 11
319	Limington - N.	*35 0 0		
325	Littleton, High N. 7	144 11 4	50	24 18 4
324	Locking - N. 4	116 0 0	17	8 1 8

b For two years.

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
313A	Longford - N.	310 0 0		
320	Lovington - Ch. *a*			
321	Lullington - B. 2	- - -	38	12 10 11
			7	0 11 8
324	Lulsgate (Wrington), Mixed - N. 6	- - -	40	13 16 5
313A	Luxborough N.			
326	Lyncombe Rushill - Ch. 11	- - -	73	27 8 6
326	Lyncombe, St. Mark's - N. 10	285 0 0	346	185 1 10
			43	15 12 6
324	Mark - - N. 4	123 6 8	55	14 3 0
321	Marston Biggott Ch. 7	- - -	51	33 16 6
			13	3 9 2
319	Martock - N. 2	158 8 0	147	80 17 0
			54	17 15 0
323	Meare - - N. 1	- - -	72	32 10 6
321	Mells - - Ch. 6	- - -	135	88 5 0
			13	4 14 2
318	Merriott - N. 2	*66 0 0	117	65 1 10
316	Middlezoy - N.	133 0 0		
325	Midsomer, Norton - N. 7	165 15 5	142	44 18 3
320	Milborne Port - - N. 2	- - -	168	95 11 4
320	Milborne Port - - B. 4	- - -	62	22 19 8
			36	8 11 8
314	Milverton - N. 2	- - -	180	74 15 2
			11	3 17 6
313A	Monksilver - N.	76 0 0		
319	Montacute - N. 2	175 6 4	127	70 9 4
			49	17 7 6
319	Mudford - N.	81 0 0		
328	Nailsea - P.			
328	Nailsea, - Ch. Ch. - - N.	150 0 0		
313A	Nettlecombe, Yard - - N. 11	- - -	39	34 6 7
316	Northmoor *b* Green - Ch. 2	26 6 0	23	2 11 6
			8	1 3 4
319	Norton - Ch. 2	- - -	73	41 9 10
			29	11 5 10
321	Norton, St. Philip's Neilds - N.	40 0 0		
322	Oakhill - B. 2	- - -	51	18 11 9
325	Paulton - N. 7	185 12 8	174	82 9 8
			15	4 15 10
325	Paulton - W. 2	- - -	71	17 9 7
322	Pennard, East N.	35 0 0		
323	Pennard, West Ch. 1	289 17 0	87	44 9 0
320	Penselwood N.	69 0 0		
316	Petherton, North - N. 2	*150 0 0	110	48 18 4
	" "	40 19 8	22	5 3 4
316	Petherton, North, Congregational B. 11	- - -	60	19 15 1
			10	2 11 8
319	Petherton, South, Boys and Girls - N. 2	- - -	149	58 1 0
328	Pill (Benevolent) - 3	655 0 0	245	133 17 0
328	Pill - - B. *c*			
	SOMERSET—*cont.*	£ s. d.		£ s. d.
322	Pilton - - N.	40 0 0		
315	Pitminster - N.	145 0 0		
328	Portishead - N. 5	228 15 0	60	38 8 0
276	Poyntington Village - 11	- - -	31	15 0 8
325	Publow (Pyne's) N. 7	- - -	48	22 15 2
316	Puriton, Charity Ch.	184 10 0		
325	Radstock - N. 7	639 18 0	127	59 2 2
276	Rimpton - N. 11	32 0 0	21	12 0 4
			5	1 14 2
321	Road - - W. 2	- - -	77	24 13 11
314	Rockwell Green N. 5	12 0 0	143	67 14 4
			40	17 17 5
323	Rodney Stoke Ch.			
315	Ruishton - N. 5	133 0 0	43	17 2 7
318	Seavington, St. Michael's N.	45 0 0		
318	Shepton Beauchamp - N. 5	*60 0 0	90	48 3 10
	" "	202 4 0		
322	Shepton Mallet N. 5	1,062 12 0	337	165 15 10
322	Shepton Mallet B. *b*			
320	Shepton Montague - - 3	- - -	19	9 7 2
324	Shipham - N. 3	*40 0 0	43	19 15 4
		17 10 0		
317	Somerton, Free, " " Ch. 2	- - -	64	33 18 8
			39	10 19 2
317	Somerton Montecliefe N. 2	- - -	88	44 5 10
			71	45 0 2
316	Spaxton - N. 3	- - -	17	4 15 10
313A	Stogumber, Mixed - Ch. 4	16 0 0	89	42 17 3
313A	Stogursey - 3	- - -	122	50 6 10
			27	8 12 6
315	Stoke, St. Gregory - Ch. 2	351 0 0	53	34 1 0
			9	3 17 6
322	Stoke Lane, St. Michael's N. 5	- - -	90	49 14 8
			21	7 7 6
326	Stoke, South, Ch. 2	- - -	51	34 2 11
320	Stoke, Trister N.	22 0 0		
325	Stowey - Ch. 7	- - -	28	20 3 6
316	Stowey-Nether Ch. 3	114 0 0	90	48 16 5
			35	7 18 0
316	Stowey Over Ch. 3	- - -	59	39 7 11
			11	2 19 2
322	Stratton - N. 5	282 0 0	57	30 2 0
			18	6 18 4
322	Street and Walton - B. 2	*100 0 0	90	23 13 4
	" "	689 2 0		
325	Sutton Bishop N.	70 0 0		
317	Sutton, Long, Ch. 1	21 0 0	33	18 5 6
			18	7 0 0
315	Tangier (Taunton).			
315	Taunton - B. 11	*75 0 0	225	86 5 6
	" "	203 8 4		
315	Taunton, Central - N. 2	*185 0 0	310	159 0 8
	" "	431 17 6		

a Removed from inspection. *b* School closed. *c* Merged into Pill Benevolent.

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	SOMERSET—*cont.*	£ s. d.		£ s. d.
315	Taunton, Original Infant 11	27 0 0	a 71 / 83	33 9 9 / 34 6 2
315	Taunton - U			
315	‡Taunton, St. George's - R.			
315	Taunton, St. James' - N. 5	- - -	91 / 12	43 11 10 / 3 18 4
315	Taunton, Trinity N. 2	- - -	146	56 13 10
320	Temple Combe N. 2	60 0 0	53	23 13 2
324	Theale - - N.	112 10 0		
315	Thorn Falcon N.			
328	Tickenham - N.	98 0 0		
313A	‡Timberscombe, Endowed - N.			
325	Timsbury - N. 7	95 0 0	157 / 13	88 18 0 / 6 15 10
313A	‡Treborough N.			
326	Twerton - Ch. 11	636 6 0	132	78 4 10
321	Wanstrow - N. 3	72 0 0	26	12 13 7
314	Wellington - N. 5	- - -	192	106 14 0
314	Wellington (Fox, Brothers) - B. 11	- - -	109 / 49 / a 125 / 51 / 67	53 2 8 / 13 5 10 / 62 13 4 / 11 5 10 / 28 9 2
326	Wellow - N. 5	128 0 0	10	3 1 8
323	Wells, Blue Coat.			
323	Wells, Central 5	1,400 0 0	258 / 9	138 11 6 / 2 17 6
323	Wells, East, St. Thomas' N.			
323	Westbury - N. 5	- - -	37	16 3 6
326	Weston (near Bath) - N. 11	266 0 0	238	142 4 6
326	Weston (Bath), St. John's Ch. 11	- - -	75	20 3 7
324	Weston-super-Mare - N. 4	320 0 0	262	128 12 2
324	Weston-super-Mare - B. 3	169 13 4	123	35 14 8
324	Weston-super-Mare Ch. Ch. N. 4	- - -	157	69 4 4
324	Weston-super-Mare, Emmanuel, Infants - - N. 4	- - -	152	67 10 6
316	Weston Zoyland - - N. 3	66 4 0	72	34 13 4
326	Widcombe, (Girls and Infants) - P. 10	- - -	125	66 1 8
326	Widcombe (Bath) - N. 10	171 5 4	72 / 261 / 12	b 31 6 0 / 131 12 4 / 4 8 4
320	Wincanton - N. 3	*130 0 0	66	30 17 4
	" - "	29 10 0		
328	Winford - N.	96 0 0		
324	Winscombe - B.	*50 0 0		
318	Winsham - N. 5	- - -	99 / 13	50 5 4 / 4 14 2
314	Wiveliscombe N. 5	176 0 0	95	53 3 2

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SOMERSET—*cont.*	£ s. d.		£ s. d.
324	Woodborough B.			
323	Wookey - N. 5	238 14 0	113	62 11 6
313A	Wootton-Courtney - - Ch. 4	- -	70	42 10 0
323	Wootton, North N.			
324	Worle - - N. 3	187 0 0	97	51 0 0
328	Wraxall, Trinity N. 5	- - -	35	16 7 2
324	Wrington - N. 6	*35 0 0	102	58 14 4
	" - "	706 0 0		
321	Writhlington N.	30 0 0		
328	Yatton - N.	*72 0 0		
	" - "	109 15 0		
328	Yatton - - B. 11	- - -	56	26 8 6
319	Yeovil, St. John's (Boys, Girls, and Infants) - N. 1	268 8 8	305	186 19 2
319	Yeovil, Hendford Trinity Ch. 1	447 5 0	175	94 12 8
	STAFFORDSHIRE.			
374	Abbot's Bromley - - N.	90 0 0		
378	Acton, Trussell and Bednall - N. 3	352 0 0	37 / 4	14 13 5 / 1 3 4
366	Adbaston - N.	61 0 0		
380	Aldridge, (Girls and Infants) 1	- - -	90	40 7 8
377	Alrewas - N. 11	460 0 0	a 131 / a 135	48 11 6 / 58 4 2
373	Alton - - N. 9	116 10 0	48	25 1 10
373	Alton, St. John's - R. 10	- - -	67	28 8 8
383	Amblecote - N. 5	656 0 0	212 / 24	96 16 8 / 7 18 4
383	Amblecote (Dennis' Park) N.	206 0 0		
384	Arley (Upper) N. 5	404 0 0	77 / 18	35 3 2 / 5 16 8
364	Ashley - - N. 12	400 0 0	a 54 / a 66	20 3 8 / 37 0 0
368	Aston-in-Stone, St. Michael's - R.			
368	Aston, St. Saviour's - N. 10	80 0 0	58	41 18 6
369	Audley, Mixed N.	313 10 0		
369	Audley, Village, Girls' N. 10	*130 0 0	111	58 2 4
	" - "	135 7 6		
369	Audley - W. 12	- - -	181	77 18 10
380	Barr, Great N. 1	570 0 0	42	24 14 6
367	Berkswich - N. 12	*50 0 0	a 38 / a 32	15 2 5 / 11 3 2
369	Betley - - N. 10	256 0 0	144	85 2 0
457	Biddulph Moor N. 3	155 6 8	84	37 3 2
379	Bilston - B. c	*150 0 0		

a For two years. b Additional grant for 1867. c School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
379	Bilston, St. Joseph's - R.			
379	Bilston, St. Leonard's - N. 12	1,480 10 0	239 18	115 13 4 4 6 8
379	Bilston, St. Leonard's, Wolverhampton St., Infts. - 12	- - -	33	12 6 6
379	Bilston, St. Luke's - N 12	175 10 0	78	31 9 4
379	Bilston, St. Mary's - N. 12	655 4 0	226	102 2 0
379	Bilston - W. 3	- - -	64	22 15 1
378	Bishop's Wood N. 3	273 0 0	36	14 16 4
380	Blakenhall - N. 1	395 12 6	99	48 17 4
380	Blakenhall Heath - N.	230 0 0		
447	Blore and Swinscoe - N. 10	112 15 0	17	11 12 11
380	Bloxwich - N. 1	1,002 16 0	306 24	143 7 10 6 8 4
357	Blymhill - P. 11	416 0 0	64	38 6 10
379	Bradley, St. Martin's - N. 12	218 15 0	250	80 18 2
374	Bramshall Ch.		84	*a*
377	Brereton - N. 12	125 0 0	126	69 1 8
378	Brewood - N. 3	652 0 0	66	21 6 3
378	Brewood, St. Mary's - R. 9	- - -	12	1 15 6
383	Brierley Hill N. 1	*270 0 0 150 0 0	212	82 4 2
383	Brierley Hill W. 4	- - -	190	85 15 8
370	Brindley Ford W. 11	- - -	—	*b*
383	Brockmoor - N. 1	300 0 0	103 9	47 6 6 3 0 10
381	Bromwich, West, All Saints' - N 2	67 0 0	298 14	147 16 0 3 18 4
381	Bromwich, West, Ch.Ch.N. 2	665 14 0	245 43	107 16 6 17 10 10
381	Bromwich, West, Ch.Ch. Newhall-street N. 2	- - -	156	62 18 6
381	Bromwich, West, Ebenezer Independent - -	100 0 0		
381	Bromwich, West, Gold's Hill, Ironworks - Ch. 2	- - -	372 79	192 4 10 22 7 6
381	Bromwich, West, Hill Top - - W. 4	- - -	245	125 12 8
381	‡Bromwich, West - - R.			
381	Bromwich, West, St. James', Hill Top - - N. 2	400 0 0	259	125 12 10
381	Bromwich, West, St. Peter's - N. 2	427 10 0	307 62	149 13 8 23 8 4
381	Bromwich, West, Summit - - B. 4	- - -	267	126 4 2
381	Bromwich, West, Holy Trinity - N. 2	297 10 0	243	115 15 0
381	Bromwich, West - - W. 4	1,800 0 0	455	224 13 10
372	Brown Edge N.	131 11 0		
371	Bucknall - N.	87 15 0		
370	Burslem, St. John's - N. 3	42 16 8	342 33	144 15 6 13 10 10
370	Burslem, St. Paul's, Dale Hall - - N. 3	*150 0 0 145 13 0	222 30	105 14 10 8 0 0
370	Burslem, St. Paul's (Sytch) N. 3	134 10 0	71	29 7 2
370	Burslem - W. 11	441 0 0	446	195 3 4
375	Burton-on-Trent (Anderstaff Lane), Mixed N. 11	100 0 0	*c* 88 *c* 87	47 12 0 45 1 2
375	Burton-on-Trent - B.	264 3 4		
375	Burton-on-Trent, Ch.Ch.N. 11	971 0 0	530 54	253 2 2 12 15 0
375	Burton-on-Trent, Trinity, Boys, Girls, and Infants - N. 11	504 4 0	*c* 342 340	163 18 6 152 11 4
378	Bushbury - N. 3	- - -	86	42 16 2
380	Caldmore - N. 3	297 2 6	132 26	12 9 5 9 15 0
377	Cannock Chase Colliery - 11	- - -	169 *c* 204	89 12 0 98 19 0
378	Cannock, Endowed - N. 3	- - -	95	47 18 8
378	Cannock, Infant - - Ch. 3	- - -	55	29 6 2
382	Capponfield Ironworks Ch. 10	- - -	—	*b*
367	Castletown, St. Thomas Ch. 10	- - -	149	102 16 9
373	Cauldon, Low N. 9	100 0 0	47 79	20 6 8 44 18 10
373	Caverswall - N. 6	215 15 0	11	3 0 10
373	Caverswall - R. 10	- - -	66	25 6 6
373	Cheadle - N. 6	615 14 8	277 8	150 19 1 0 18 5
373	Cheadle, St. Giles' - - R. 10	- - -	165	111 2 8
373	Cheadle, St. Wilfred's - R.			
368	Chebsey - N. 10	162 17 6	—	*b*
373	Cheddleton - N. 9	221 4 6	85	55 15 0
378	Cheslyn Hay B.	*100 0 0		
370	Chesterton - N. 4	834 0 0	221 33	84 14 4 8 14 2
370	Chesterton (late Alsager's Bank) - N.	*130 0 0 20 0 0		
369	Chorlton " - N.	68 0 0		
378	Church Eaton Ch.	181 0 0		

a Refused under Article 52 *d*. *b* Due, but not paid. *c* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
376	Clifton Campville - - N. 11	- - -	40	17 7 6
			a 8	18 8 5
			12	2 13 4
370	Cobridge - N. 4	- - -	133	50 12 3
370	Cobridge, St. Peter's - R. 10	- - -	139	63 0 10
379	Codsall - - N. 11	230 0 0	114	52 16 8
			a 108	59 14 2
377	Colton - Ch. 12	- - -	71	*b* -
382	Corngreave's New British Iron Company's - 5	- - -	303	157 0 4
			48	17 11 8
382	Coseley, Ch. Ch. - - N. 10	193 0 0	269	145 11 10
382	Coseley (Darkhouse Chapel) - B. 3	*150 0 0	100	5 9 3
382	Coseley (Prince's End) - - N. *c*	318 0 0		
382	Coseley, West N. 10	252 0 0	211	95 2 8
368	Cotes Heath N.	75 0 0		
378	Coven - Ch. 3	274 0 0	58	25 2 10
368	Cranberry Alley (Cote's Heath) - N.	*25 0 0		
373	Creswell, St. Mary's - R. 10	- - -	55	24 8 2
368	Croxton - N.	163 0 0		
380	Darlaston - B.	*300 0 0		
380	Darlaston (Old Church) - N. 3	- - -	135	62 4 6
380	Darlaston Green, St. George's - N. 3	373 10 0	165	74 19 4
380	Darlaston - W. 4	- - -	122	36 16 2
373	Denstone - Ch. 9	- - -	52	19 17 2
373	†Dilhorne, Endowed Free N.			
374	Draycott-in-Hanbury - N. 11	95 0 0	72	38 7 8
373	Draycott-le-Moors - N. 6	271 0 0	31	14 1 6
368	Dresden - Ch. 10	- - -	176	62 4 5
368	Eccleshall - N. 2	279 3 9	151	81 9 6
368	Eccleshall, Offley Hay N.	147 2 6		
371	Edensor, Mixed 3	- - -	41	15 12 11
447	Ellastone - N. 10	422 0 0	110	62 6 10
379	Enville - P. 5	- - -	95	52 7 8
			9	2 7 6
378	Essington - N. 3	115 3 6	87	39 16 10
371	Etruria - N.	245 0 0		
371	Etruria - B. 11	- - -	120	63 6 8
			a 24	5 13 4
			141	82 1 4
371	Etruria, Unsectarian - - 11	- - -	129	55 7 0
			9	2 12 6
			a 114	65 0 6
			9	3 15 10
382	Ettingshall - N. 12	223 2 11	172	91 16 0
			61	21 9 2
379	Ettingshall - W. 3	200 0 0	50	17 14 8
379	Ettingshall, Infant - W. 3	- - -	66	26 10 2
376	Fazeley - Ch. 11	310 10 0	*a* 164	54 8 11
			198	90 15 0
			365	182 4 10
371	Fenton - N. 3	- - -	121	29 17 6
371	Fenton, China Street - N. 3	- - -	86	9 14 3
367	Forebridge - N. 10	170 0 0	106	57 14 11
373	Forsbrook - N. 5	185 0 0	35	15 1 8
367	Fradswell - N.			
373	Freehay, St. Chad's - N. 6	355 1 2	70	33 15 10
457	Gillonshaw Brook - W. 5	- - -	106	52 5 6
			16	6 8 4
370	Goldenhill - N. 3	204 13 4	165	79 2 6
			9	2 7 6
382	Gornal - - B.	*150 0 0		
382	Gornal, Lower N.	300 0 0		
382	Gornal, Upper N. 7	218 0 0	87	36 4 6
369	Halmer End N. 10	125 16 8	87	44 11 0
377	Hamstall-Ridware - - N. 12	- - -	48	18 7 2
			a 48	23 8 10
375	Hanbury, Endowed - N. 11	150 0 0	78	27 10 10
381	Handsworth N. 3	- - -	125	63 0 6
381	Handsworth Island Cottage Industrial Home.			
381	Handsworth, St. James' - N. 3	65 0 0	198	73 9 4
381	Handsworth, St. Michael's N. 3	236 0 0	217	119 2 3
			12	4 0 0
368	Hanford - N. 10	147 17 6	138	61 12 8
			28	9 11 8
371	Hanley - N. 4	- - -	296	141 13 0
			38	4 15 0
371	Hanley, Bethesda - - B. 11	- - -	213	100 14 2
			a 228	100 2 6
371	Hanley - R. 10	- - -	255	139 1 6
			65	17 2 6
371	Hanley - W. 11	- - -	242	127 6 0
393	Harborne, Endowed - N. 3	*140 0 0	89	35 15 2
		86 10 0		
393	Harborne Heath, St. John's - Ch. 3	366 5 0	154	80 10 2
393	Harborne - B. 6	- - -	131	73 7 4
370	Harriseahead W. 11			*d*
371	Hartshill - N. 4	- - -	176	80 15 8
367	Haywood, St. John the Baptist's - R. 9	270 0 0	26	19 10 0
378	Hednesford Ch. 3	202 2 6	70	23 13 4
366	High Offley, St. Mary's - N.	208 0 0		
368	Hilderstone N. 10	- - -	35	13 10 0
367	Hixon, St. Peter's - N. 6	194 8 0	74	37 3 8
373	Hollington - N. 6	- - -	39	18 13 0
371	Hope, Trinity N.			
375	Horninglow - N.	40 0 0		
372	Horton Lee - N. 6	100 0 0	30	4 10 0

a For two years. *b* Refused under Article 52 *d*. *c* School closed. *d* Due, but not paid.

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
367	Hyde Lea, Infant - Ch. 3	204 0 0	21	9 14 2
373	Ipstones - P. 9	302 2 0	127	52 10 10
369	Keele - - Ch. 10	- - -	92	40 0 10
370	Kidsgrove - N. 5	- - -	437	248 12 6
			62	29 11 8
370	Kidsgrove - W. 9	- - -	117	55 6 8
			12	4 18 4
377	Kings Bromley, Infants' N.	30 0 0		
377	Kings Bromley - - P. 11	- - *a*	62	29 13 2
			66	30 18 6
381	Kingshill - Ch. 4	- - -	97	36 1 2
373	Kingsley, Infants' - Ch. 9	- - -	88	25 9 3
383	Kingswinford, Glynne - N. 6	177 10 0	82	41 7 4
383	Kingswinford (Oak Farm Ironworks) N.	800 0 0		
383	Kingswinford, St. Mary's - N. 6	340 0 0	181	87 5 4
			18	7 8 4
379	Kinver - N. 5	*55 0 0	180	77 2 2
	" "	283 15 0	11	3 5 10
366	Knightley - N.	129 6 8		
457	Knypersley Ch. 3	- - -	143	62 2 6
378	Lapley and Wheaton Aston - - N. 3	324 0 0	67	27 12 8
380	Leasowe (Shaw's) - N.			
372	Leek, Brunswick, Infants' - - W. 5	- - -	70	29 18 9
372	Leek, Compton, Infants' - - 9	- - -	103	37 11 11
372	Leek, Parish Church - N. 9	*350 0 0	209	98 5 10
	" " St. "	85 0 0	28	7 13 4
372	Leek, St. Luke's - N. 9	243 0 0	209	89 9 3
372	Leek (West Street) - W. 5	- - -	101	50 16 3
374	Leigh, Endowed Free *b*	311 0 0		
374	Leigh - - N. 6	- - -	57	29 14 4
377	Lichfield, St. Mary's - N. 11	213 15 0	*a*158	75 0 2
			*a*163	87 10 6
377	Lichfield, St. Michael's - Ch.	192 12 0		
377	Longdon - N. 3	116 14 0	48	17 3 4
371	Longton - N. 3	*125 0 0	367	203 12 7
		879 15 0	65	16 14 2
371	Longton, Mount Pleasant, Mixed 3	- - -	124	71 18 6
			58	15 6 8
371	Longton, St. Gregory's - R. 10	- - -	222	121 11 0
			33	23 10 10
371	Longton - W. 11	- - -	87	26 0 10
369	Madeley, Endowed - N. 10	- - -	100	19 15 0
380	Maryvale, Industrial - R.			
447	Mayfield - N. 10	355 4 0	90	50 16 2
368	Milwich - N. 10	- - -	31	15 16 8
			5	1 14 2
368	Moddershall N.	105 0 0		
366	Moreton (in Gnosall) - N. 2	84 0 0	54	31 2 8
			113	70 3 0
370	Mowcop - N. 5	157 10 0	8	2 6 8
381	Moxley - N. 4	*200 0 0	172	87 17 10
	" "	60 0 0		
374	Newborough N. 6	- - -	30	15 11 0
369	Newcastle-under-Lyne N. 9	90 16 8	382	182 19 4
369	Newcastle-under-Lyne B. 12	*350 0 0	101	32 6 10
		67 16 7		
369	Newcastle-under-Lyne, St. George's N. 9	*75 0 0		
		693 0 0	214	93 6 0
369	Newcastle-under-Lyne, St. Patrick's R. 9	- - -	228	124 11 6
			63	21 2 6
370	Newchapel - N.	152 0 0		
366	Norbury - N. 11	52 6 8	18	2 16 10
368	Normacot - N. 10	- - -	87	42 17 4
371	Northwood - N. 5	646 10 0	315	160 4 6
			8	3 0 0
378	Norton Canes N. 3	153 10 0	76	*c*
372	Norton-in-the-Moors - N. 5	109 17 0	131	43 17 10
			11	3 6 2
373	Oakamoor - N.	196 0 0		
382	Ocker Hill - N. 10	615 0 0	220	118 17 0
			31	7 4 2
377	Ogley Hay, St. James' - N. 11	598 18 0	147	65 1 2
			*a*149	64 4 3
377	Ogley Hay, (Brownhills) St. Thomas Ch. 11	81 0 0	74	10 17 7
368	Oulton - - N.	142 0 0		
380	Pelsall - - N. 3	152 0 0	137	62 19 6
380	Pelsall - - B.	*100 0 0		
380	Pelsall - - W. 3	- - -	140	76 18 0
371	Penkhull, St. Thomas's - N. 4	385 10 10	213	93 18 8
			24	7 3 4
378	Penkridge - N. 3	- - -	196	87 1 11
379	Penn, St. Philip - N. 11	- - -	74	36 12 10
383	Pensnett, Boys and Girls - N. 1	735 0 0	235	105 19 4
			10	2 15 0
383	Pensnett, Infants - - N.	70 1 6		
383	Pensnett - B. 4	- - -	158	84 13 2
			27	8 10 0
380	Pleck and Bescott - N. 2	542 18 8	197	82 1 4
			70	31 14 8
383	Quarry Bank N. 7	302 0 0	40	10 8 4
374	Rocester - N. 9	122 0 0	87	44 14 8
375	Rollestone - Ch. 11	- - -	61	36 11 6
367	Ronton - N. 2	37 6 8	22	13 3 8
382	Rowley Regis N. 7	218 0 0	196	112 4 10
			16	4 3 4
377	Rugeley, Prince of Wales' - N. 3	274 15 0	192	*c*
377	Rugeley, St. Etheldreda's R.			
377	Rugeley - W. *d*			

a For two years. *b* Incorporated with Leigh, N.S. *c* Refused under Article 52 *d*. *d* School closed.

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	STAFFORD—*cont.*	£ s. d.		£ s. d.
380	Rushall - N. 3	160 0 0	61	26 4 0
380	Rushall Butts N.	294 15 0		
368	Sandon - N. 10	- - -	39	20 2 8
382	Sedgley (Catchem's Corner) - N.	*175 0 0		
382	Sedgley (Straits and Can Lane) N.	*130 0 0		
371	Shelton, Ashley St. 5	- - -	90	44 11 0
371	Shelton, Granville - - N. 4	- - -	326	171 2 4
			52	13 13 4
371	Shelton, St. Mark's - N. 5	*195 0 0	314	140 6 2
	" "	105 0 0		
377	Shenstone - N. 11	*97 0 0	59	31 16 8
	" "	445 0 0	*a* 9	2 9 2
			62	31 6 6
357	Sheriff Hales, Duke of Sutherland's 11	- - -	74	39 14 8
379	Short Heath (Willenhall) W. 3	- - -	65	26 0 10
370	Silverdale - N. 4	507 15 9	319	143 14 8
372	Smallthorne N. 3	67 10 0	137	38 10 9
			23	8 10 10
393	Smethwick - N. 3	374 0 0	283	151 18 1
			30	6 0 5
393	Smethwick (Chance's) - N. 3	- - -	469	224 0 2
			128	46 1 8
393	Smethwick, Old Church Ch. 3	- - -	71	33 7 8
393	Smethwick - R.	220 0 0		
393	Smethwick, St. Matthew's - N. 3	808 19 0	367	201 7 10
			42	10 11 8
393	Smethwick - W. 3	300 0 0	107	47 11 8
370	Sneyd - - N. 6	342 10 0	172	27 15 0
367	Stafford - B. 4	*150 0 0	216	95 3 2
367	Stafford, Ch. Ch. - - N. 10	- - -	202	142 14 0
			13	3 15 10
367	Stafford, St. Augustine's R. 9	- - -	115	58 16 2
367	Stafford, St. Mary's - N. 10	989 0 0	336	286 1 4
367	Stafford, St. Patrick - R. 9	- - -	134	42 16 3
371	Stoke-upon-Trent - N. 5	- - -	419	228 16 10
			78	27 10 0
371	Stoke-upon-Trent, Booth-en Branch - 5	- - -	116	49 11 8
			13	2 10 0
371	Stoke-upon-Trent, Cliffe Vale - 5	- - -	143	61 0 6
			12	3 8 4
371	Stoke-upon-Trent, Mount Pleasant Branch, Mixed 5	- - -	147	59 13 0
			21	7 0 10
368	Stone, Ch. Ch. N. 10	412 0 0	267	118 13 10
368	Stone - P. 10	791 0 0	115	57 8 6
368	Stone, St. Ann's - - R.			
377	Stowe, Lichfield Endowed - Ch.	40 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
375	‡Stretton - N.			
379	Swindon - N. 5	- - -	52	21 16 1
368	Swynnerton Ch.			
369	Talk-o'-the-Hill - - N. 9	*130 0 0		
	" " "	56 6 0	116	71 19 6
369	Talk-o'-the-Hill (Butt Lane) - N. 9	230 10 6	79	47 0 10
			11	3 4 2
369	Talk-o'-the-Hill, New Road - W. 9	- - -	87	39 4 4
			26	11 11 8
376	Tamworth - N. 11	206 10 4	345	174 9 8
			a 370	163 16 5
376	Tamworth (Glascote) Mixed - N. 11	291 12 0	79	35 5 4
			a 97	42 11 10
376	Tamworth (Sir R. Peel's), (Endowed) 11	- - -	64	38 8 0
373	Tean - - B. 11	- - -	125	73 1 4
			38	10 16 8
379	Tettenhall - N. 10			
379	Tettenhall Wood, Mixed Infants - N. *b*	191 7 2	267	142 3 4
379	Tettenhall, Infants - N. 10	- - -	60	13 0 7
381	Tipton, Great Bridge - W. 3	1,048 0 0	264	120 13 4
382	Tipton, St. John's - N. 10	- - -	141	69 7 0
382	Tipton, St. Martin's - N. 10	794 0 0	252	131 12 8
382	Tipton, St. Paul's - Ch. *c*		31	6 7 6
382	Tipton, St. Paul's, Mixed - N. 10	- - -	152	62 15 2
382	Tipton, St. Paul's, Infants - N. 10	- - -	113	56 11 10
382	Tipton - W. 3	- - -	220	85 1 4
368	Tittensor - N. 1	- - -	46	19 14 0
367	Tixall - Ch. 6	- - -	43	21 17 0
371	Trent Vale - N. 4	125 0 0	79	42 3 6
379	Trysull, Endowed - 5	- - -	54	20 10 0
370	Tunstall - N. 5	*300 0 0	297	141 18 6
	" "	70 0 0	31	8 17 6
370	Tunstall, St. Mary's - N. 5	281 10 3	175	63 9 7
			21	4 0 10
370	Tunstall W. 11			*d*
375	Tutbury, (Wakefield Charity) Endowed, Boys (Free) - Ch. 11	142 0 0	83	51 0 2
			81	24 4 11
			a 93	46 4 0
			72	20 10 9
375	Tutbury, Girls - - Ch. 11	- - -	148	82 0 6
374	Uttoxeter, St. Mary's - N. 9	258 12 0	210	82 9 2
			21	4 12 6
374	Uttoxeter - W. 11	- - -	83	35 *8* 4
377	Wall - - N. 11	153 10 0	37	21 16 3

a For two years. *b* Amalgamated with N.S. *c* School not existing. *d* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
380	Walsall, Blue Coat - - N. 3	1,760 0 0	592	304 11 10
380	Walsall, St. Matthew's, N.	173 0 0		
380	Walsall, St. Mary's - R. 9	- - -	143	76 12 8
			24	11 1 8
380	Walsall, St. Patrick's - R. 9	- - -	263	140 18 0
			16	6 10 0
380	Walsall, St. Peter's (Birchills) N. 1	344 0 0	128	68 15 2
			19	5 19 2
380	Walsall, St. Peter's (John St.) - N. 1	34 10 8		
380	Walsall, St. Peter's, Infants - - N. 1	103 7 6	245	116 2 6
			36	13 8 4
380	Walsall - W. 3	1,305 5 0	234	91 15 4
380	Walsall Wood N. 3	515 0 0	96	42 17 6
			12	2 15 0
378	Water-Eaton Ch. 3	- - -	45	18 12 10
381	Wednesbury B. 4	- - -	169	101 16 8
			21	7 14 2
381	Wednesbury, Girls - B. 4	- - -	67	26 3 3
381	Wednesbury, Holyhead Road - W. 4	- - -	166	54 8 10
			15	4 5 10
381	Wednesbury, St. Bartholomew's - N. 4	327 13 2	309	173 15 2
381	Wednesbury, St. James' - N. 4	947 0 0	350	179 15 8
			9	1 2 6
381	Wednesbury, St. John's - N. 4	652 5 0	348	161 15 0
			97	35 10 10
381	Wednesbury W. 4	- - -	195	92 3 10
			64	*a*27 8 6
379	Wednesfield N. 10	819 0 0	160	62 14 8
			19	6 9 2
379	Wednesfield B.	*75 0 0		
379	Wednesfield Heath - N. 10	670 0 0	94	53 6 8
379	Wednesfield Heath - W. 1	295 5 0	134	72 2 8
371	Wellington (Hanley) - N. 5	345 6 3	189	92 15 10
371	Wellington (Hanley) Eastwood ValeBranch 5	- - -	89	42 19 6
373	Wetley Rocks N. 9	120 0 0	65	30 4 8
377	Whittington Ch.	105 10 0		
376	Wiggington N. 3	- - -	50	30 0 0
379	Willenhall, Little London - - B.	150 0 0		
379	Willenhall, Primitive Methodist -	*125 0 0		
379	Willenhall, St. Ann's N. 10	557 0 0	152	67 15 0
	,, ,,		26	6 15 0
379	Willenhall, St. Giles' - N. 10	351 0 0		*b*
379	Willenhall, Holy Trinity - - N. 10	535 0 0	*c*71	17 16 0
			*c*75	34 0 4
379	Willenhall - W. 3	- - -	106	38 1 0
375	Winshill, Holy Trinity - N.	60 0 0		
370	Wolstanton - N. 4	201 15 0	200	72 3 2
			15	3 9 2
379	Wolverhampton, Blue Coat - - Ch.	39 0 0		
379	Wolverhampton, Chillington Co.'s - N. 11	- - *c*	196	98 5 0
			213	103 0 0
			46	13 6 8
379	Wolverhampton, Ragged -	462 15 0		
379	Wolverhampton, St. George's - N. 11	577 12 6	172	83 7 11
			29	11 0 10
379	Wolverhampton, St. George's Branch - N. 11	255 0 0		
379	Wolverhampton, St. James' - N. 11	363 15 0	284	125 2 0
			32	6 18 4
379	Wolverhampton, St. James, Causeway Lake - 11			*b*
379	Wolverhampton, St. John's - N. 10	*260 0 0	275	153 16 6
		283 2 6	27	7 5 10
379	Wolverhampton, St. John's (Steelhouse Lane), Infant - 10	- - -	93	40 8 8
379	Wolverhampton, St. Luke's (Blakenhall, New) Ch. 11	- - -	264	121 2 10
			22	4 5 7
			*c*280	142 17 2
			20	5 8 4
379	Wolverhampton, St. Mark's - N. 11	325 0 0	207	63 10 8
			*c*216	57 14 8
			19	5 17 6
379	Wolverhampton, St. Mary's - N. 11	401 0 0		*b*
379	Wolverhampton (Snow Hill), St. Mary's, Boys- - R. 9	- - -	65	26 7 4
379	Wolverhampton, St. Mary's, Girls and Infants R. 9	- - -	121	64 6 4
379	Wolverhampton, St. Matthew's N. 11	200 0 0	213	122 15 10
			27	9 12 6
379	Wolverhampton, St. Patrick's and St. George's, Girls - - R. 9	160 0 0	331	137 19 3

a Addition to grant for 1867. *b* Due, but not paid. *c* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	STAFFORD—*cont.*	£ s. d.		£ s. d.
379	Wolverhampton, St. Paul's - N. 11	451 0 6	301	166 8 4
			a 22	5 11 8
			a 301	158 6 2
			19	7 2 6
379	Wolverhampton, St. Peter's, Collegiate - N. 11	703 5 0	439	235 5 2
			78	29 11 8
379	Wolverhampton, St. Peter's and St. Paul's, Boys - - R.			
379	Wolverhampton, St. Peter's, Whitmore Rean's N. 11	320 0 0	113	53 13 8
379	Wolverhampton, Snow Hill, Congregational 3	*500 0 0	173	75 14 10
379	Wolverhampton - - W. 3	1,095 0 0	291	166 11 8
379	Wombourn - N. 5	686 14 0	95	45 16 10
			5	1 15 10
379	Wombourn Swindon - Ch.	187 1 3		
369	Woodlane - Ch. 10	- - -	85	36 7 8
383	Wordsley - N. 6	258 0 0	294	134 7 4
			20	7 6 8
378	Wyrley, Great N. 3	- - -	83	40 0 8
377	Yoxall - - N.			
	SUFFOLK.			
212	Acton - - P. 4	- - -	54	26 0 6
224	Aldeburgh - N. 10	- - -	203	104 12 8
223	Alderton - N. 10	225 0 0	66	26 18 8
225	Aldringham N.	40 0 0		
212	Alpheton - N.	48 0 0		
212	Assington - Ch. 3	- - -	54	28 2 0
218	Bacton - Ch. 3	- - -	38	*b*
249	Barnham, St. Gregory's - N. 3	- - -	71	46 5 6
			15	7 4 2
249	Barningham Ch.	120 13 4		
214	Barrow - N.	114 0 0		
223	Bawdsey - N.	105 15 0		
220	Baylham - N. 11	210 10 0	*c*	
226	Beccles - N. 2	*125 0 0	110	58 0 8
	,, ,,	263 0 0		
226	Beccles - B. 4	*150 0 0	101	44 15 2
	,, ,,	39 0 0		
219	Bedfield - N.	132 0 0		
227	Belton - N. 2	232 3 0	81	45 2 3
224	Benhall - N. 10	- - -	82	21 9 6
221	Bentley - N. 12	295 4 0	50	28 8 4
			a 62	30 10 8
			85	53 7 6
213	Bildeston - Ch. 4	244 6 11	15	4 9 2
224	Blaxhall - N. 7	- - -	64	26 2 10
227	Blundeston - N. 1	66 10 0	81	39 6 2
213	Boxford - N. 3	111 6 0	115	41 14 4
			22	5 13 11
213	Boxford - B.			
227	Bradwell - N.	90 0 0		

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants paid (within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SUFFOLK—*cont.*	£ s. d.		£ s. d.
220	Bramford - N. 6	353 16 0	122	60 16 2
249	Brandon - N. 3	53 0 0	68	33 16 6
221	Brantham - P. 5	122 0 0	40	*d*
223	Bredfield - N.	80 0 0		
218	Brome and Oakley - N. 11			*c*
223	Bromeswell - N.	50 0 0		
223	Bucklesham N.	67 10 0		
226	Bungay - N. 2	*181 7 0	173	93 0 8
	,, ,,	44 5 0	25	10 14 2
226	Bungay - B. 4	*150 0 0	88	49 1 6
			17	6 2 6
212	Bures, St. Mary's N. 4	*58 0 0	168	103 7 8
	,, St. ,,	342 10 0	32	10 10 0
212	Bures, St. Mary - B. 10	- - -	46	18 15 5
227	Burgh Castle N. 2	205 0 0	41	18 18 0
215	Bury St. Edmund's, St. James' - N. 5	500 0 0	316	145 18 6
215	Bury St. Edmund's, St. John's Infant - - N. 5	- - -	123	39 13 5
215	Bury St. Edmund's, St. Mary's - P. 5	- - -	95	49 8 2
215	Bury St. Edmund's, St. Mary's, Infants' - - *e*			
224	Butley - - N.	80 0 0		
224	Campsea Ashe Ch. 7	- - -	34	14 15 6
221	Capel, St. Mary's - N.	225 0 0		
227	Carlton Colville - - N. 1	60 0 0	80	40 18 0
212	Cavendish - N. 3	213 6 0	83	36 3 6
			15	3 14 2
221	Chelmondiston N. 11	280 0 0	100	50 13 4
			26	9 0 0
214	Chevington - N.	144 0 0		
211	Clare - - Ch. 4	422 0 0	102	56 9 2
213	Cockfield - N. 4	229 4 0	70	38 14 2
224	Coddenham, Endowed - 7	111 0 0	57	*f*
221	Copdock and Washbrook N.	50 0 0		
211	Cowlinge the College -	201 16 8		
224	Cransford - N. 7	97 4 0	28	4 5 11
225	Cratfield - Ch. 10	- - -	36	11 11 10
223	Dallinghoe and Charsfield - N. 11	146 0 0	53	19 0 5
223	Debach - N.	113 0 0		
220	Debenham - N. 11	*70 0 0	78	48 7 0
217	Drinkstone - N.	220 0 0		
217	Elmswell - N. 3	- - -	52	26 0 8
221	Erwarton - N.	*27 0 0		
218	Eye - - N. 7	250 0 0	134	54 1 6
			42	11 13 4
224	Eyke - - P. 10	276 0 0	73	33 7 4
223	Falkenham - Ch. 10	- - -	89	55 5 3
			20	6 15 0
216	Freckenham N.	30 5 0		

a For two years. *b* Refused under Article 51 *a*. *c* Due, but not paid. *d* Refused under Article 51 *b*.
e Removed from inspection. *f* Refused under Article 52 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	SUFFOLK—*cont.*	£ s. d.		£ s. d.
219	Fressingfield N. 11	123 0 0	100	57 12 4
227	Fritton - N.	45 0 0		*a*
189	Gazeley - N.	34 0 0		
224	Glemham, Little - Ch. 10	- - -	45	15 17 9
227	Gorleston and Southtown N. 2	278 0 0	241	106 14 8
213	Hadleigh - N. 5	174 0 0	107	46 15 0
213	Hadleigh - B.	*200 0 0		
	" "	31 3 4		
225	Halesworth - N. 10	129 0 0	309	171 8 8
			13	4 4 2
221	Harkstead - N. 7	87 3 9	45	18 15 0
211	Haverhill - B. 4	- - -	71	30 5 0
212	Hawkedon - N.	80 0 0		
220	Helmingham Ch. 6	- - -	130	39 5 2
225	Henham and Wangford - N. 11	486 0 0	105	65 5 8
220	Henley - N.	*42 0 0		
249	Hepworth - N.	36 6 8		
217	Hessett - N. 3	121 10 0	49	24 15 8
225	Hevenningham Ch. 10	137 0 0	50	21 17 2
221	Hintlesham - N.	23 0 0		
213	Hitcham - N. 4	80 0 0	86	41 19 4
			9	2 19 2
221	Holbrook - N. 12	581 8 0	57	30 18 2
225	Holton - N. 10	184 0 0	45	14 1 8
224	Hoo and Letheringham - N. *b*	40 0 0		
249	Hopton by East Harling N. 3	258 18 0	44	*c*
227	Hopton by Lowestoft - N. 2	63 15 0	48	21 5 1
219	Horham - N.	121 0 0		
214	Horningsheath N. 3	- - -	89	41 18 0
219	Hoxne and Denham - N. 11	- - -	85	41 10 8
			24	7 15 0
226	Ilketshall, St. Margaret's N.	30 0 0		
222	Ipswich - B. 4	536 12 8	417	204 10 6
222	Ipswich - U.			
222	Ipswich, Nottidge, Infts. N. 6	- - -	101	58 9 1
222	Ipswich, St. Clement's and St. Helen's N. 7	540 19 2	487	238 4 0
222	Ipswich, St. John's, California - N. 6	177 13 9	91	45 0 4
222	Ipswich, St. Margaret's N. 7	172 0 0	175	96 9 6
222	Ipswich, St. Mary Stoke Ch. 7	- - -	79	29 16 9
			34	10 10 0
222	Ipswich, St. Matthew's (District) - N. 6	993 0 0	429	221 1 8
222	Ipswich, St. Peter's - N. 7	675 0 0	195	80 6 2
222	Ipswich, Holy Trinity - N. 7	360 17 4	288	155 9 4
222	Ipswich, Wykes Bishop St. - W. 4	- - -	104	50 6 10
			109	61 9 4
214	Ixworth - N. 4	50 0 0	29	5 5 10
223	Kesgrave - N. 6	- - -	148	83 16 8
227	Kessingland N. 2	- - -	54	31 3 6
213	Kettlebaston N.	*37 0 0		
213	Lavenham - N. 4	*100 0 0	74	24 0 8
	" - "	100 0 0		
213	Lavenham - B. 7	- - -	118	69 13 4
219	Laxfield - N.	80 0 0		
225	Leiston - N. 1	238 3 6	78	38 10 0
227	Lowestoft (Annot's) - N. 2	6 13 4	98	44 16 0
227	Lowestoft, Girls - N. 2	254 10 0	124	58 16 2
227	Lowestoft, St. John's - N. 2	25 3 0		
227	Lowestoft, St. John's Infants - N. 2	129 4 6	270	102 4 0
			26	6 3 4
227	Lowestoft, Upper Infants - 2	- - -	73	34 5 2
227	Lowestoft (Wylde's) - N. *d*			
212	Melford, Long N. 4	793 10 0	177	101 8 0
			24	6 10 0
212	Melford, Long B. 10	- - -	64	26 4 2
212	Melford, Long, Bridge St. - Ch. 4	- - -	31	13 4 10
223	Melton - N. 10	122 9 10	57	23 9 2
218	Mendlesham Ch. 5	- - -	66	32 3 8
216	Mildenhall, Sir C. Bunbury's, Boys' - - 10	- - -	69	33 11 6
216	Mildenhall, Sir C. Bunbury's, Girls' - B. 10	- - -	65	23 4 10
216	Mildenhall, West Row - N. 3	45 2 4	48	23 15 4
212	Nayland - N. 11	- - -	134	75 0 4
			20	6 10 0
220	Needham, Market - N. 11	- - -	63	30 15 6
			29	8 5 10
220	Needham, Market - B. 11	- - -	116	59 1 0
189	Newmarket, St. Mary's - N. 7	250 0 0	81	24 11 2
212	Newton - N.	*50 0 0		
217	Norton, St. Andrew's - N.	*50 0 0		
224	Orford, Crown and Castle Lane - - 4	- - -	70	34 12 10
227	Pakefield - N.	247 10 0		
214	Pakenham - Ch. 3	- - -	115	51 2 4
218	Palgrave - N. 5	- - -	58	20 15 4
			17	5 12 6
224	Parham - N.	37 0 0		
211	Poslingford - N.	32 0 0		
213	Preston, St. Mary's - N. 4	166 17 8	51	36 8 0
214	†Rede - - P.			
218	Redgrave and Botesdale - N. 5	134 0 0	70	35 18 10
			13	4 5 10
224	Rendham - N.	67 0 0		
224	Rendlesham N. *d*			
217	Rickinghall - N. 3	237 10 0	97	57 4 1
			20	6 6 7

a See Wheatacre Union of Schools, Norfolk. *b* School not in existence. *c* Refused under Article 52 *d*.
d Removed from inspection.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	SUFFOLK—*cont.*	£ s. d.		£ s. d.
214	Risby - - Ch.	132 10 0		
225	Rumburgh and St. Michael's N. 10	120 0 0	43	26 16 6
223	Rushmere, St. Andrew's - N. 7	80 0 0	63 14	37 5 6 4 11 8
224	Saxmundham N. 10	- - -	129	61 0 6
221	Shotley - N. 10	96 10 0	59	26 16 6
224	Snape - - N. 10	- - -	72	33 2 10
225	Southwold - N. 1	739 1 0	204	97 0 6
211	Stoke by Clare N. 4	211 16 0	76	28 19 11
212	Stoke by Nayland - - N. 3	- - -	67 19	30 18 6 4 1 9
220	Stonham Aspal N. 6	71 0 0	42	22 18 6
217	Stowmarket B. 4	- - -	101	52 7 7
217	Stowmarket with Stow-Upland - N. 5	*75 0 0	272	141 14 4
217	Stow Upland N. 5	- - -	64	34 0 6
219	Stradbroke, Lower School Ch. 11	157 15 0		*a*
221	Stratford, St. Mary's - N. 11	91 10 0	41	18 4 0
212	Sudbury, All Saints' - N.	397 0 0		
212	Sudbury - B. 10	536 5 0	423	197 16 0
212	Sudbury, St. Gregory and St. Peter - N. 7	49 3 9	*b* 17 78 42	7 16 10 3 16 8 33 14 10 12 14 11
223	Sutton - - N.	240 0 0		
221	Tattingstone N.	54 0 0		
225	Theberton - N.	*33 0 0		
218	Thorndon Reformatory.			
218	Thrandeston N. 12	65 5 0	22	10 17 8
223	Tuddenham N. 11	145 5 0	60 7	30 8 6 1 12 6
225	Uggeshall - N.	70 0 0		
212	Waldingfield, Great - - N. 4	88 17 6	73	38 16 10
217	Walsham-le-Willows - N.	68 0 0		
223	Walton-cum-Felixstowe N. 10	86 0 0	111 20	45 4 10 7 5 0
217	Wattisfield - P.	84 18 9		
213	Wattisham - N. *c*	*20 0 0		
214	Welnetham, Great - N.	66 16 8		
214	Welnetham, Little - N.	27 0 0		
225	Westhall - N.	273 12 0		
225	Westleton - N. 1	213 5 4	95	48 19 2
218	Wetheringsett Ch. 5	309 3 0	68 6	31 17 8 2 0 0
219	Weybread - N. 11	100 0 0	93	56 3 10
211	Wickhambrook, Sunday - N.	*40 8 0		
224	Wickham Market - N. 11	77 0 0	91	42 13 3
224	Wickham Market - B.	*55 0 0		
218	Wickham Skeith - N.	45 0 0		
225	Wisset - N.	50 0 0		
211	Withersfield Ch. 4	103 10 0	60 13	22 5 7 0 2 6
223	Witnesham Ch. 6	65 0 0	74	42 10 6
223	Woodbridge N.			
223	Woodbridge B.	175 0 0		
217	Woolpit N.	*60 0 0		
211	Wratting, Little - N.	30 0 0		
225	Wrentham - N. 1	*131 0 0	78	24 14 8
225	Wrentham - B.	*65 0 0		
	" "	44 10 0		
225	Yoxford - N.	*100 0 0		
	SURREY.			
38	Addlestone - Ch. 4	- - -	143	80 13 8
39	Albury - N. 5	*60 0 0	142 12	71 9 10 3 5 0
32	Balham, St. Mary's - Ch. 3	760 0 0	110	63 11 11
29	Bankside, Boys R. 2	- - -	115	46 4 7
29	Bankside, Great Guildford St., Girls - - R. 2	- - -	146	79 8 2
37	Banstead - N. 6	375 0 0	93 32	57 15 8 10 11 8
48	Barnes - - N. 7	- - -	160	69 0 4
32	Battersea, Ch. Ch. - - N. 1	712 5 0	331 24	149 7 4 7 3 4
32	Battersea, Girls and Infants N. 6	351 0 0	237	98 9 4
32	Battersea (Practising) P. 6	200 0 0		
32	Battersea Grove B. 10	286 0 0	140	60 5 4
32	Battersea Park, Ch. Ch. - Ch. 1	195 6 10	134	35 18 3
32	Battersea (Plough Lane), Girls B. 10	107 0 0	143	63 5 6
32	Battersea Fields, St. George's N. 6	1,550 0 0	450	213 8 2
32	Battersea Fields, St. George's, New St., Infants - Ch. 6	- - -	114	18 16 11
32	Battersea, St. John's - N. 10	395 16 3	293 53	151 2 2 18 2 6
32	Battersea Rise, St. Mark's - 6	- - -	61	28 5 10
46	Beddington and Wallington N. 4	160 0 0	65	44 8 6
37	Benhilton - N. 10	- - -	87	46 5 6
28	Bermondsey, Ch. Ch. - N. 6	300 0 0	224 15	129 17 4 1 5 2
28	Bermondsey, Dock Head R. 4	- - -	151 16	83 3 2 5 11 8
28	Bermondsey, Great George Street - B. 10	*225 0 0	181	99 18 4
28	Bermondsey, St. James' (Spa Road) N. 2	440 0 0	292	110 8 0

a Due, but not paid. *b* Addition to grant for 1867. *c* Removed from inspection.

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	SURREY—*cont.*	£ s. d.		£ s. d.
28	Bermondsey, St. Mary's (Grange Walk) P. 9	- - -	116	50 8 0
28	Bermondsey, St. Mary Magdalene's (Grange Walk), Infants - N. 9	156 15 0	226	108 19 5
28	Bermondsey, St. Paul's - N. 9	590 0 0	434	217 17 0
28	Bermondsey (Star Corner) - N. 9	- - -	272	124 13 4
38	Bisley - N.	70 0 0		
29	Blackfriars Road, Ch. Ch. (Green Walk) - N.	*228 0 0		
45	Blindley Heath - N.	82 10 0		
37	Bookham, Great - N. 5	- - -	150 15	83 4 4 4 10 10
29	Borough Road, Model - B. 10	500 0 0	711	339 2 2
42	Bramley - N. 5	- - -	120	69 16 10
32	Bridgefield - N. 10	- - -	62	19 4 11
31	Brixton, Effra Road - - B. 3	- - -	59	30 14 5
31	Brixton Hill, Boys - - B. 12	*90 0 0	55	39 7 10
31	Brixton Hill, Girls - - B. 12	- - -	90	56 0 10
31	Brixton Hill, Grove Hill Reformatory.			
31	Brixton Hill W. 12	- - -	107	61 19 4
31	Brixton, North, Ch. Ch. - N. 9	581 0 0	152	76 16 6
31	Brixton, North, St. John's (Angel Town) - N. 2	741 15 0	158 13	78 10 6 5 4 2
29	Broadwall - N. *a*	50 0 0		
44	Brockham, Home and Industrial.			
44	‡Brockham - N.			
44	Buckland - N. 7	- - -	46	24 0 0
44	Burstow District - Ch.	277 0 0		
38	Byfleet - N.	418 15 6		
33	Camberwell, Camden District - N. 10	736 0 0	519	264 0 6
33	Camberwell, Ch. Ch. - N. 5	271 10 0	381	156 15 2
33	Camberwell, Ch. Ch., Ragged and Industrial - -	361 0 0		
31	Camberwell (Crawford Street) - B. 10	547 2 6	246	130 11 8
	SURREY—*cont.*	£ s. d.		£ s. d.
33	Camberwell (Denmark Hill), St. Matthew's, Boys - - N. 6	- - -	116	70 9 4
33	Camberwell (Denmark Hill), St. Matthew's, Girls - - N. 2	- - -	126	74 10 8
33	Camberwell (Denmark Hill), St. Matthew's, Infants - N. 2	- - -	177	85 2 10
33	Camberwell, Emmanuel N.	434 11 3		
33	Camberwell, Green Coat N. 10	- - -	356	186 8 0
33	Camberwell (Leipsic Road) - B. 10	*100 0 0		*b*
33	Camberwell, St. George's N. 10	- - -	358	195 7 2
33	Camberwell, St. Giles' - Ch. 11	- - -	171	90 0 3
43	Capel - - Ch. 6	- - -	55	17 10 1
37	Carshalton - N. 4	- - -	122 9	69 17 4 2 9 2
37	Carshalton - B. *c*			
37	Cheam and Cuddington N. 4	172 0 0	90 16	53 16 2 5 3 4
38	Chertsey - N.	140 0 0		
38	Chertsey - U.			
37	Chessington and Hook - N.	21 0 0		
42	Chiddingfold N.	*30 0 0		
38	Chobham, St. Laurence's Ch. 1	- - -	63	36 9 0
38	Chobham, Valley End Ch. 4	271 0 0	73	50 15 2
39	‡Clandon, West N.			
32	Clapham, Acre Square, Free 3	- - -	133	72 6 10
32	Clapham, All Saints' - N. 3	- - -	219	122 15 0
32	Clapham (Bowyer's), St. John's - N. 6	224 0 0	202	126 1 4
32	Clapham, Boys P. 6	*180 0 0	130	55 17 4
32	Clapham, Ch. Ch., Girls - P. 3	- - -	45	16 9 8
32	Clapham, Ch. Ch., Infant 3	- - -	41	16 7 6
32	Clapham, St. James' - N. 5	1,074 0 0	229	142 7 0
32	Clapham, St. Mary's - R. 4	- - -	193 31	123 0 0 9 9 2
32	Clapham, St. Paul's (Wandsworth Road), Cottage Sch. *d*			
32	Clapham (Wandsworth Road), Commercial - Ch. 10	- - -	110 9	67 3 0 7 5 0

a School not in existence. *b* Due, but not paid. *c* Now a private adventure school and removed from inspection.
d Forms part of Clapham, Wandsworth Road, Commercial Sch.

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	SURREY—*cont.*	£ s. d.		£ s. d.
32	Clapham (Wirtemburg Place) - B. 10	352 5 0	315	163 12 0
47	Claygate - N. 7	*30 0 0	60	33 16 2
37	Cobham - N.			
43	Coldharbour N.			
43	Coldharbour, Infant - N.			
39	Compton - N.	32 0 0	103	58 12 10
42	Cranley - N. 6	117 0 0	12	4 3 4
45	Crowhurst - N. 7	123 8 9	32	24 0 0
46	Croydon (Archbishop Tenison's) Ch. 3	- - -	108	*a*
46	Croydon - B. 10	460 14 0	439	223 3 8
46	Croydon, Ch. Ch. - - N. 3	788 11 3	279	143 4 4
46	Croydon, Girls and Infants - N. 10	- - -	206	88 13 0
46	Croydon (Whitgift's). Boys - - N. 10	- - -	190	*b*
46	Croydon, St. Andrew's - N. 3	340 3 0	113	58 9 3
46	Croydon, St. James' - N. 3	596 5 0	306	141 8 10
46	Croydon, St. Mary's - R. 11	- - -	*c* 115 120	60 17 2 40 16 11
46	Croydon, St. Peter's, Inft. Ch. 3	444 0 0	98	46 9 6
46	Croydon - W. 10	- - -	87	38 17 6
43	Dorking - B. 4	130 0 0	95	43 2 8
43	Dorking, St. Martin's - N. 11	365 19 8	202	119 13 0
43	Dorking, St. Paul's District - N. 11	550 0 0	158	77 15 0
33	Dulwich - Ch.	188 15 0		
33	Dulwich, East, St. John's District - N. 11	- - -	98	56 14 4
43	Effingham - N. 5	285 0 0	54	39 7 8
131	Egham - Ch. 11	- - -	92	30 9 0
42	Elstead - N. 5	102 5 0	55 12	35 10 6 3 16 8
42	Elstead - B. 4			
131	Englefield Green - N. 9	522 12 6		*d*
37	Epsom - N. 4	29 0 0	171	*a*
37	Epsom, Inft. N. 4	- - -	123	58 6 0
47	Esher - - N. 2	936 0 0	150	85 8 2
37	Ewell - - N. 5	849 8 0	147	66 4 8 *e* 20 0 0
42	Ewhurst - N. 6	125 0 0	54	33 19 6
39	Farncombe - N. 5	845 2 6	278 25	157 14 6 7 2 6
40	Farnham - N. 5	1,059 0 0	146	71 13 2
40	Farnham - B.	*100 0 0		
37	Fetcham - Ch. 5	- - -	50 19	32 11 6 6 12 6
40	Frensham - Ch. 6	- - -	73	32 13 8
40	Frimley - N. 7	260 10 0	87	19 1 0
39	Godalming - N. 5	308 9 6	185	120 3 4
39	Godalming - B. 4	135 0 0*	104	54 7 10
45	Godstone - N. 7	603 0 0	148 28	91 6 4 11 6 8
39	Guildford - B. 4	*100 0 0 " - " 228 0 0	91	44 2 0
39	Guildford, St. Mary's and Trinity - N. 5	164 0 0	270	177 13 8
39	Guildford, St. Nicholas' - N. 5	277 11 8	271	169 6 8
40	Hale District Ch. 11	- - -	*c* 173 *c* 183	103 13 4 77 13 10
47	Ham - - N. 7	*90 0 0 100 0 0 " - "	37 47	24 16 0 5 9 2
47	Ham, Girls - N. 7	- - -	35	15 13 0
35	Hatcham, St. James' - N. 12	533 0 0	234	101 16 6
33	Herne Hill, St. Paul's (Camberwell) Ch. 3	- - -	88	44 2 6
38	Hersham - N. 11	145 0 0	50	26 13 4
43	Holmwood - N.	185 0 0		
47	Hook, St. Paul's - N. 4	137 14 0	47	21 17 6
44	Horley Row N.	*115 0 0		
38	Horsell - N. 1	134 0 0	84 12	42 4 4 3 13 4
31	Kennington, East (Bolton Street) - N. 2	610 0 0	240	95 11 6
31	Kennington, Esher St. - B. 10	- - -	91	43 0 10
31	Kennington Oval - - N. 11	59 10 0	379	183 3 2
31	Kennington (Regency Place) - N. 2	143 3 4	211	52 1 4
33	Kent Road - B. 12	- - -	318	145 16 2
28	Kent Road, Old, John Street - W. 11	- - -		*d*
29	Kent Road, Ragged and Industrial.			
47	Kent Town, St. Paul's (East Moulsey) - N. 4	166 0 0	38	23 3 8
48	Kew, The Queen's - 7	- - -	80	30 6 6
47	Kingston-on-Thames, Public Free - 11	- - -	225	123 3 10
47	Kingston Vale, Robin Hood 7	- - -	31	14 1 6
44	Kingswood - Ch. 6	- - -	52	38 2 2
31	Lambeth, All Saints - Ch. 12	446 0 0	164	68 8 6
31	Lambeth (Archbishop Tenison's), High Street, Girls - N.	29 0 0		
31	Lambeth, Belvidere Crescent Reformatory.			

a Refused under Article 52 *d*. *b* Not claimed. *c* For two years. *d* Due, but not paid.
e Retiring pension.

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	SURREY—*cont.*	£ s. d.		£ s. d.
31	Lambeth Chapel (China Terrace) - W. 11	- - *a*	202 215	94 5 8 109 12 10
31	Lambeth (65, High Street), Free Evening *b*	42 14 0		
31	Lambeth, George Street - B. 11	428 11 1	218	91 14 8
31	Lambeth (Norwood) U.			
31	Lambeth, Ragged - 5	- - -	183	80 14 8
31	Lambeth, St. Andrew's, Lower - N. 3	- - -	284	147 12 8
31	Lambeth, St. Andrew's (Upper) - N. 3	- - -	100	56 14 8
31	Lambeth, St. John's (Waterloo Road) - N. 9	- - -	314	135 11 6
31	Lambeth, St. Mary's, Hercules Buildings, Boys - - P. 12 " "	*200 0 0 110 4 0	441 113	238 13 0 28 7 6
31	Lambeth, St. Mary's, Infants, High Street - P.			
31	Lambeth, St. Mary-the-Less (Prince's Road) - N. 12	- - -	326 23	184 14 0 5 0 10
31	Lambeth, St. Mary-the-Less, Salamanca, St. Saviour's - N. 10	251 16 3	*c* 151	20 10 3 66 10 2
31	Lambeth, St. Thomas' - N. 12	- - -	340	109 5 4
31	Lambeth, Holy Trinity N. 1	450 0 0	194	115 12 0
31	Lambeth (South), St. Barnabas' - N. 2	300 0 0	139	79 16 0
31	Lambeth, South, St. Stephen's, Dorset Street N. 1	535 0 0	302	149 6 8
31	Lambeth, South, Spring Grove - N. 2	130 0 0	184	82 2 10
31	Lambeth, South, "The Eldon" - Ch. 11	- - -	148 90	66 3 6 41 9 3
37	Leatherhead N. 6 " "	*80 0 0 80 0 0	39 71	9 7 7 31 5 10
44	Leigh - - N. 7	82 0 0	12 85	4 0 0 11 0 8
32	Lingfield - N. 5	353 0 0		
39	Loseley.			
47	Malden - N.	125 18 9		
44	Meadvale - B. 4	- - -	61	37 2 0
44	Merstham - Ch. 7	- - -	64 19	39 15 0 6 0 10
46	Merton Road N.	*53 0 0		
43	Mickleham - N. 11	90 0 0	35	17 2 8
46	Mitcham - N. 4	*120 0 0	273 22	130 1 0 5 16 8
46	Mitcham - R. 11	- - -	29	15 0 2
46	Morden - N.			
48	Mortlake - N. 3	24 0 0	310	140 9 8
48	Mortlake - B.	241 0 0		
48	Mortlake, St. Mary's - R. 11	100 0 0	*a* 92 107	64 8 4 68 0 6
47	Moulsey, East N. 7	211 0 0	68	44 13 8
47	Moulsey, West N. 5	*25 0 0	52	30 5 4
30	Newington Butts, St. Matthew's N. 10	- - -	264	150 16 2
30	Newington Butts, St. Mary's - N. 7	266 10 0	673	348 14 11
30	Newington, Trinity - N. 9	466 10 0	362 28	170 0 10 8 13 9
47	Norbiton - N. 11	490 13 4	350	156 4 2
31	Norwood, Lower - B. 10	- - -	177	27 8 9
31	Norwood, Lower - W. 11	- - -	60	27 8 2
31	Norwood, St. Luke's - N. 11	- - -	232	126 14 8
46	Norwood, South, St. Mark's - Ch. 3	148 4 0	111	39 9 6
46	Norwood, Upper, Girls N. 10	- - -	98	54 12 6
44	Nutfield - N. 6	75 0 0	71	40 15 4
38	Oatlands - Ch. 5	- - -	68	26 19 10
39	Ockham, Industrial - B. *d*			
39	Ockham, St. Mary's - 4	- - -	54 10	34 7 0 4 0 0
43	Ockley - P. 11	- - -		*e*
33	Peckham - N.			
33	Peckham, Boys - - B. 11	- - -	162	67 17 10
33	Peckham, Girls, Lancasterian - B. 11	- - -		*e*
33	Peckham New Town, St. Francis - R. 4	- - -	173	66 15 0
33	Peckham, St. Mary Magdalen's - N. 4	674 0 0	327	160 14 6
33	Peckham - W. 3	- - -	189	114 18 7
46	Penge, Boys Ch. 5	- - -	95	45 16 0
46	Penge, Girls and Infants Ch. 5	276 0 0	200	100 14 0
48	Petersham - B. 11	- - -		*e*
32	Putney, Lower Common - N. 10	- - -	77	37 0 0

a For two years.
b School not in existence.
c Addition to grant for 1867.
d Now a boarding school.
e Due, but not paid.

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	SURREY—*cont.*	£ s. d.		£ s. d.
32	Putney, St. Mary's - N. 11	342 10 0	322	175 13 2
41	Puttenham - N. 5	- - -	56	40 8 4
37	Ranmore, St. Barnabas' - Ch. 11	- - -	13	4 12 6
44	Redhill - B. 3	- - -	37	18 13 0
44	Redhill Reformatory.		158	89 12 10
44	Redhill, St. John's - N. 7	293 13 0	186	114 11 8
44	Redhill, St. Joseph's - R. 2	- - -	20	1 13 9
44	Redhill, St. Matthew's Ch. 6	- - -	227	133 6 2
			15	4 9 2
44	Reigate - N. 7	1,176 0 0	260	152 11 0
			9	2 17 6
44	Reigate, St. Mark's - N. 7	- - -	51	27 18 0
48	Richmond, New, Sheen Vale, Infts. P. 4	107 0 0	84	39 6 4
48	Richmond, St. Elizabeth's R. 11	- - *a*	54	17 4 6
			54	27 4 6
48	Richmond, St. John's District, Boys - Ch. 4	226 0 0	53	37 10 8
48	Richmond, St. John's (Clarence Street), Girls and Infants - - N. 4	291 2 6	135	58 1 10
48	Richmond, St. Mary's - P. 6	- - -	253	87 7 6
39	Ripley - N. 11	155 0 0	49	32 17 1
			51	25 11 10
34	Rotherhithe, Amicable Society's - 6	- - -	117	50 2 0
34	Rotherhithe, Ch. Ch. - N. 2	324 0 0	199	73 11 4
34	Rotherhithe (Clarence St.), Green Coat 2	246 0 0	99	41 14 4
34	Rotherhithe (Clarence St.), Ragged -	650 0 0		
34	Rotherhithe, Midway Place - B. 11	- - -	118	54 9 0
34	Rotherhithe, Our Lady of Immac. Concept. - R. 3	- - -	55	25 16 10
34	Rotherhithe, Paradise St., St. Joseph's R. 4	- - -	171	89 9 0
34	Rotherhithe R.			
34	Rotherhithe, St. Mary's, Deptford Road - - N. 7	*688 0 0 211 10 0	499	257 5 4
34	Rotherhithe, St. Paul's (Surrey Canal) - - N. 1	132 0 0	78	37 14 6
34	Rotherhithe, Silver St. - B. *b*	*160 0 0		
34	Rotherhithe, Holy Trinity N. 1	86 15 10	262	138 10 10
			15	3 17 6
34	Rotherhithe, United Society's - 1	- - -	41	28 7 4
41	Seal and Tongham - N.	105 0 0		
39	Send - - N.	225 10 6		
42	Shalford - N. 6	481 4 0	108	63 6 10
39	Shere - - N.	100 0 0		
44	SidlowBridge Ch.			
	South Metropolitan District - - U.			
	Southwark, Bridewell, House of Occupation.			
28	Southwark Chapel - W. 11	- - -		*c*
27	Southwark, Dean St., Protestant Dissenters - 12	- - -	150	72 6 6
27	Southwark, Melior Street, Borough - R. 2	- - -	61	33 0 0
29	Southwark, St. George the Martyr N. 2	*225 0 0 112 13 4	445	224 14 8
29	Southwark, St. George the Martyr U.			
29	Southwark, St. George's R. 1	- - -	240	120 6 2
29	Southwark, St. Joseph's (Maypole Alley) - R.			
29	Southwark, St. Jude's - N. 6	- - -	295	130 19 10
29	Southwark, St. Mary's - N. 11	587 0 0	449	239 0 2
29	Southwark, St. Michael's N. *d*			
29	Southwark, St. Paul's - Ch. 11	400 0 0	138	52 8 8
			5	2 9 2
26	Southwark, St. Peter's - N. 2	487 10 0	249	105 5 4
29	Southwark; St. Stephen's - N.	324 7 5		
31	Stockwell (Chapel St.) N. 3	- - -	145	69 10 8
31	Stockwell, Practising - - B. 11	642 12 0	288	155 0 0
31	Stockwell, St. Michael's (Ingleton Street) N. 2	- - -	164	74 18 0
31	Stockwell, South St., Infants - Ch. 3	- - -	102	51 12 0

a For two years. *b* School closed. *c* Due, but not paid. *d* Removed from inspection.

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	SURREY—*cont.*	£ s. d.		£ s. d.
39	Stoke-next-Guildford - Ch. 5	819 0 0	202	88 5 10
32	Streatham - N. 4	- - -	146	78 14 4
32	Streatham, Ch. Ch. - - N. 5	- - -	169	95 1 10
32	Streatham Common, Immanuel Ch. 4	813 0 0	143	91 15 8
47	Surbiton St. Mark's N. 11	700 1 3	270	149 10 4
47	Surbiton Hill Ch. Ch. - P. 11	560 10 0		*a*
	Surrey (North) District - U.			
37	Sutton - N. 4	400 0 0	126	58 1 9
45	Tandridge - Ch. 7	- - -	36	26 2 6
45	Tandridge, Oxted, and Godstone - N. 7	- - -	48	31 12 0
47	Thames Ditton, Boys' & Girls N. 5	443 10 0	173	81 13 10
47	Thames Ditton, Infants N. 5	86 0 0		
131	Thorpe - N. 11	84 0 0	*c* 22	6 14 5
			c 25	9 14 8
42	Thursley - N. 5	16 2 0	82	46 8 11
			12	1 15 10
40	Tilford, All Saints, New District - 5	- - -	40	29 13 9
41	Tongham - Ch. 5	- - -	51	21 0 0
32	Tooting, Drouett's Pauper School.			
32	Tooting, Lower, Boys and Girls - - P. 5	78 15 0		
32	Tooting, Par. and Infants Ch. 5	492 0 0	71	33 11 2
31	Tulse Hill - Ch. 2	- - -	247	84 18 5
31	Vauxhall, St. Anne's - R. 1	- - -	142	71 19 2
31	Vauxhall, St. Peter's - N. 12	1,930 0 0	455	242 17 10
			19	1 8 4
31	Vauxhall Walk - W. 11	- - -		*a*
131	Virginia Water, Ch. Ch. - - N. 11	108 0 0	65	30 18 6
			20	5 11 8
38	Walton-on-Thames - Ch. 5	526 0 0	77	38 19 8
30	Walworth, All Saints - N. 10	- - -	47	21 17 2
30	Walworth, Beresford Chapel - 12	- - -	204	108 16 4
30	Walworth, Mount Street - B.	*30 0 0		
30	Walworth, St. John's - N. 10	752 6 8	585	290 1 6
			54	23 15 0
30	Walworth, St. Peter's - N. 9	403 10 0	267	83 1 11
39	Wanborough 5	- - -	28	21 0 0
32	Wandsworth, All Saints' N. 1	*50 0 0	147	71 8 0
			75	22 17 6
	SURREY—*cont.*	£ s. d.		£ s. d.
32	Wandsworth, Bridge House Reformatory.			
32	Wandsworth, Family Home.			
32	Wandsworth, Point Pleasant - - B. 11	75 0 0		*a*
32	Wandsworth, St. Anne's Ch. 4	890 0 0	326	150 10 2
32	Wandsworth, St. Anne's, Garret Lane, Infts. - 4	- - -	118	34 0 0
32	Wandsworth, St. Mary's, Summer's Town, Free Ch. 5	- - -	188	106 8 8
			15	4 14 2
32	Wandsworth (Summer's Town), Infts. N.	43 10 0		
39	Waverley Compton - N. *b*			
43	Westcott - N. 11	500 0 0	129	53 8 10
			10	2 18 4
31	Westow Hill 11	- - -		*a*
38	Weybridge - N. 11	173 0 0	170	89 11 0
47	Wimbledon - N. 6	*50 0 0	284	145 17 10
47	Wimbledon, New - - N. 9	- - -	71	69 13 4
38	Windlesham N. 1	64 0 0	101	51 3 4
42	Witley - N. 5	- - -	104	44 12 4
39	Woking - N. 12	200 0 0	78	44 6 2
39	Woking, Infts. N. *b*			
39	Woking, St. John's - Ch. 12	189 0 0	89	49 11 4
42	Wonersh - N. 5	105 0 0	103	59 16 2
46	Woodmansterne - N. 6	- - -	39	26 7 0
			7	2 14 2
39	Worplesdon Ch.	381 6 0		
43	Wotton - P. 11	- - -	47	33 7 6
			18	5 15 0
40	Wrecclesham N. 11	711 8 0	170	80 8 2
			c 190	96 7 1
40	York Town - N. 9	- - -		*a*
	SUSSEX.			
83	Albourne - N.	52 0 0		
78	Alfriston - N.	58 10 0		
90	Arundel - Ch. 11	- - -		*a*
90	Arundel, St. Philip's - R. 12	- - -	*c* 34	17 9 4
			c 44	25 9 4
82	Ashurst Hurst (Forest Row) Infant - - 3	- - -	20	13 7 4
84	Barcombe - Ch. 10	- - -	48	28 8 4
84	Barcombe (Church Meadow) - N.	*48 0 0		
77	Battle and Langdon - N. 2	382 8 0	151	82 0 0
			18	6 19 7
75	Beckley - 1	- - -	59	28 3 4
84	Beddington N.	82 10 0		
87	Beeding, Lower, Holy Trinity N. 5	- - -	77	35 13 8
			13	3 17 6
84	Berwick - N.	108 0 0		

a Due, but not paid. *b* School closed. *c* For two years.

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	SUSSEX—*cont.*	£ s. d.		£ s. d.
77	Bexhill - N. 2	- - -	88	61 18 7
			16	4 16 8
77	Bexhill, St. Mark's - N. 2	- - -	55	38 16 6
			9	2 9 2
			89	44 8 4
88	Billingshurst Ch. 5	- - -	11	3 9 2
84	Bishopstone N.	127 0 0		
82	Blackham District - Ch. 3	- - -	25	12 11 4
79	Bodle Street Green, St. John's - Ch. 1	319 18 6	63	34 8 0
83	Bolney - N. 11	*35 0 0	*a*	
94	Bosham - N. 11	*90 0 0	61	26 6 8
			10	2 1 8
91	Boxgrove - Ch. 11	- - -	84	31 5 1
75	Brede - - N. 2	131 0 0	77	27 14 0
77	Brightling - N. 2	158 0 0	59	29 0 8
			11	3 17 6
85	Brighton, All Souls' - Ch. 9	100 0 0	498	257 10 4
85	Brighton, Central - N. 9	110 0 0	477	279 1 2
86	Brighton (Chichester Diocesan), Female Practising - 9	300 0 0	174	75 2 8
85	Brighton, Ch. Ch. - - N.			
85	Brighton (Eastern Rd.), Royal - - B. *b*	118 0 0		
85	Brighton (Kent's Court) - N.	*75 0 0		
85	Brighton (North Lane) N. *b*			
85	Brighton (North Lane) B. *c*	*300 0 0		
85	Brighton (Middle St.), Union Charity - B.	*250 0 0		
85	Brighton, St. John's - N. 9	721 16 8	458	233 14 8
			82	25 10 0
85	‡Brighton, St. John's - R.			
85	Brighton, St. Margaret's Industrial - 9	- - -	49	26 14 4
85	Brighton (Kemp Town), St. Mark's - N. 9	- - -	177	86 10 0
85	Brighton, St. Mary's - R. 12	- - -	167	86 9 10
85	Brighton, St. Nicholas' - Ch. 9	- - -	111	*d*
85	Brighton, St. Paul's - N. 9	- - -	278	132 8 4
85	Brighton, St. Peter's - N. 9	- - -	292	162 9 2
85	Brighton, St. Stephen's - N. 9	151 0 0	151	91 10 10
			19	7 2 6
85	Brighton (Warwick Street) N. 9	50 0 0	233	112 14 9
90	Broadwater N.	80 0 0		
90	Burpham - N.	25 0 0		
80	Burwash - N. 1	380 1 8	134	58 12 0
92	Bury - - N.	90 0 0		
81	Buxted - N.	323 0 0		
77	Catsfield - N. 2	137 15 4	82	41 9 10
84	Chailey - N. 11	350 0 0	*a*	
92	Chichester (Central) - N. 11	- - -	307	159 1 7
92	Chichester (Little London) - - B.	198 0 0		
92	Chichester, St. Pancras', Infants - N. 11	100 0 0	*a*	
92	Chichester (Tower Street) B. 7	84 3 4	216	120 4 0
79	Chiddingley N.	80 0 0		
83	Clayton and Keymer, St. John's - N. 11	*50 0 0	113	59 12 0
89	Cold Waltham, St. James - N. 5	82 0 0	43	4 16 7
			47	38 2 0
87	Colgate - Ch. 5	- - -	18	4 11 8
94	Compton and Upmarden N.	90 0 0		
82	Crawley and Ifield - - B. 3	- - -	106	47 7 7
82	Crawley Down N.			
83	Cuckfield and Balcombe - N. 5	160 0 0	49	25 0 0
77	Dallington - N. 2	35 0 0	50	28 7 1
			7	2 14 2
			74	30 7 0
81	Dane Hill - N. 12	112 3 1	*e* 68	29 0 8
			13	3 4 2
84	Ditchling - N. 10	*75 0 0	113	58 17 6
78	Eastbourne - N. 11	64 0 0	186	79 19 0
91	Eastergate - N.	*50 0 0		
93	Elsted - - N. *f*	*34 0 0		
80	Etchingham N. 3	150 0 0	38	18 3 2
76	Fairlight - Ch. 1	- - -	36	20 12 0
			7	1 5 10
84	Falmer - N. 10	- - -	77	41 18 10
89	Findon - P. 10	- - -	68	33 1 4
84	Firle, West - N.	140 0 0		
92	Fittleworth Ch. 5	111 5 0	66	30 19 8
81	Fletching - N.			
80	Flimwell - N. 1	84 0 0	72	35 1 10
82	Forest Row - N. 3	227 10 0	124	59 0 10
81	Framfield - N.	*65 0 0		
81	Frankham - Ch. 6	- - -	30	8 15 10
80	Frant (Free) N. 6	- - -	156	79 11 10
			64	48 0 0
94	Funtington - N. 11	- - -	11	3 5 10
84	Glynde - N. 10	35 1 3	51	32 9 6
82	Grinstead, East N. 5	803 5 0	163	101 5 4
82	Grinstead, East, Infants - N. 5	- - -	73	30 7 4
87	Grinstead, West Ch.			
81	HadlowDown N. 3	*75 0 0	88	44 10 2
		60 0 0		
		„ „ „		

a Due, but not paid. *b* School closed. *c* School sold. *d* Refused under Article 52 *d*.
e For two years. *f* School burnt down. New school built and maintained by lady of the manor.

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	SUSSEX—*cont.*	£ s. d.		£ s. d.
79	Hailsham - N. 2	44 0 0	70	26 12 0
76	Halton, St. Clement's - N. 2	- - -	151	79 9 2
91	Hampnett, West - U.			
82	Hartfield - N. 3	198 10 0	72	24 0 0
76	Hastings, All Saints' and St. Clement's N. 2	*220 0 0 598 3 4	294	153 5 2
76	Hastings - B. 7	*250 0 0	125	64 19 0
76	Hastings, St. Mary's - N. 2	166 0 0	210	96 10 8
80	Hawkenbury Ch.			
79	Heathfield - N. 1	219 4 0	62	30 2 8
84	Heighton, South Ch.	203 12 0		
79	Hellingley - N. 2	170 0 0	70	32 10 0
86	Henfield, Infants - - N. 10	53 0 0	50	27 0 10
92	Heyshott - N. 5	67 0 0	43	25 17 8
82	Hoathley, West N. 1	60 0 0	43	2 7 2
79	Hooe - - N. 2	33 2 9	37 6	19 2 11 2 8 4
87	Horsham - N. 5	94 13 0	56	22 3 8
81	Horsted, Little N. 5	- - -	25	10 3 8
81	Hothley, East N. 5	154 5 0	87 9	46 2 8 1 16 8
86	Hove, Eastern N. 9	122 0 0	155	96 1 4
86	Hove, Western N. 9	469 0 0	207	121 10 8
80	Hurst Green N. 3	- - -	44	23 5 4
79	Hurstmonceaux - N. 1	- - -	79	30 2 2
83	Hurst Pierrepoint - - N. 10	- - -	138	38 10 2
75	Icklesham - N. 2	110 0 0	51	23 1 10
75	Iden - - N.	99 15 0		
93	Iping - - B. *a*			
81	Isfield - - N.	*50 0 0		
91	Lavant - Ch.			
76	Leonard's, St., on Sea - N. 2	*60 0 0 505 2 6	378	199 9 4
76	Leonard's, St., on Sea, All Souls' R. *b*			
76	Leonard's, St., on Sea, St. Mary Magdalene's, Industrial Ch. 2	684 0 0	163	75 8 0
84	Lewes - - N. 10	248 0 0	191	103 14 0
84	Lewes, All Saints' and Southover, Infants' - N 10	- - -	94	39 6 4
84	Lewes - - B 7	330 9	372	194 4 4
84	Lewes, St. Ann's, Par. Ch. 10	- - -	41	19 13 7
83	Lindfield - N. *a*	95 10 0		
83	Lindfield, St. John's - N. *c*			
90	Littlehampton N.	105 0 0		
93	Lodsworth - N. 5	88 10 0	65	34 7 6
93	Lurgashall - N.	90 0 0		
81	Mayfield, Boys' N. 3	- - -	84	36 0 0
81	Mayfield, Girls' N. 3	- - -	70	37 4 8
91	Merston - N. *a*	37 0 0		
93	Midhurst - N.	170 0 0		
77	Mountfield and Whatlington N. 3	52 0 0	81	38 8 10
77	Netherfield - N. 2	- - -	65	42 16 8
84	Newhaven - N. 10	130 0 0	147	43 15 1
79	Ninfield - -	100 0 0		
89	North Heath N.	146 0 0		
75	Northiam - N.	58 0 0		
89	Nutbourne - N.	96 16 0		
87	Nuthurst - N. 5	- - -	45 5	21 13 2 1 12 6
84	Offham - N. 10	99 10 0	67	39 19 0
76	Ore, Infant - Ch. 2	- - -	50	23 15 0
86	Patcham - N. 10	107 0 0	53	10 6 2
75	Peasmarsh - N.	169 0 0		
76	Pett - - N.	75 0 0		
88	Petworth, Boys' N. 5	- - -	105	32 16 0
88	Petworth, Girls' and Infants' N. 5	- - -	187	53 17 5
84	Plumpton - N.	*23 0 0		
79	Polegate - N.	54 0 0		
90	Poling - - N.	87 4 0		
86	Portslade and Hangleton N. 10	126 10 0	84	41 3 10
86	Poynings - N. 10	86 8 0	31	15 7 10
86	Preston - N. 11			*d*
89	Pulborough N. 5	336 0 0	99	62 1 0
83	Pyecombe - N.	22 5 0		
84	Rodmell - P. 10	- - -	13	4 9 2
93	Rogate - N. 7	122 12 6	103	23 14 4
81	Rotherfield - N. 3	- - -	66	32 9 6
84	Rottingdean N. 10	260 0 0	64 12	44 6 8 2 18 4
90	Rustington Ch.	202 0 0		
75	Rye - - Ch.	288 10 0		
75	Rye Harbour Ch. 2	190 19 0	52	29 1 8
75	Rye - - W. *a*			
84	Rype - - N. 11	70 0 0		*d*
80	Salehurst - N.	*75 0 0 45 4 0	73	35 17 10
83	Sayer's Common - - N. 10	65 0 0		*d*
78	Seaford - Ch. 11	369 12 0	—	*d*
84	Selmeston - N. 10			*d*
91	Selsey - - N. 11	- - -	71	43 0 10
83	Slaugham - N.	60 0 0		
87	Slinfold - N. 5	80 0 0	46	22 3 8
86	Sompting - N.	*64 0 0		
78	Southbourne and Seaside N. 11	292 10 0	300	159 1 6
87	Southwater Ch.			
86	Southwick - N. 11	70 0 0	—	*d*
77	Staplecross - W. 7	- - -	79	36 7 10
86	Steyning - N. 11	469 0 0	77	48 1 4
89	Storrington - N.	*20 0 0		
	" "	149 18 9		
94	Stoughton and Racton - N.	62 10 0		

a School closed. *b* Removed from inspection. *c* School sold. *d* Due, but not paid.

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	SUSSEX—*cont.*	£ s. d.		£ s. d.
80	Ticehurst - N. 1	350 0 0	134	69 0 10
80	Tidebrook - N. 1	212 0 0	34	12 19 8
93	Tillington - N. 5	- - -	43	21 16 10
81	Twyford - N. 3	- - -	59	23 1 1
81	Uckfield - N. 5	256 10 0	107	65 14 6
			24	8 13 4
80	Wadhurst, Best Beech Hill District Ch. *a*			
80	Wadhurst - N. 1	*100 0 0	141	71 5 10
	" - "	280 0 0		
81	Waldron - N. 5	- - -	41	22 10 4
79	Warbleton - N. *b*	*50 0 0		
87	Warnham - N. 5	74 0 0	62	30 19 0
79	Wartling - N. 1	- - -	50	21 6 0
			67	26 17 4
89	Washington Ch. 12	- - -*c*	62	29 15 0
94	Westbourne N. *d*	*90 0 0		
84	Westmeston N. 10	- - -	—	*e*
83	Wilfrid's, St., Mixed - N. 5	- - -	122	71 0 0
82	Withyham, St. John's - N.	76 15 0		
82	Withyham, St. Michael's - N. 3	- - -	57	27 14 0
86	Woodmancote Ch. 11	- - -	37	19 11 8
			9	2 4 2
93	Woolbeding N.	181 0 0		
82	Worth - Ch. 10	- - -	—	*e*
90	Worthing (Boys) - N. 10	*100 0 0	126	60 13 4
90	Worthing, Davison's Infant N. 10	- - -	147	136 5 4
90	Worthing Institution - B. 7	- - -	70	29 9 6
90	Worthing - W. *b*			
	WARWICKSHIRE.			
405	Alcester - N. 7	123 18 6	109	50 4 8
			19	9 17 6
396	Allesley, Reformatory.			
404	Alveston - Ch. 2	- - -	76	38 16 10
376	Amington - N. 3	- - -	58	30 12 8
395	Ashted, St. James' - Ch. 11	- - -	—	*e*
395	Aston - - N. 11	351 0 0	82	30 15 0
395	Aston Brook, St. Mary's - Ch. 1	209 5 0	70	25 17 4
397	Atherstone, Grammar - 1	341 8 6	218	60 3 0
397	Atherstone, Girls and Infants - 1	31 1 10		
398	Attleborough N. 5	242 13 4	119	60 6 6
			15	4 10 10
397	Bentley - N. 1	- - -	150	73 3 8
396	Bickenhill - N. 8	- - -	24	12 0 0
			*c*57	20 11 6
405	Bidford - N. 6	82 12 6	158	74 11 4
			45	16 5 1
394	Birmingham, All Saints' - N. 11	616 0 0	167	58 13 11
			27	6 7 6
394	Birmingham, All Saints, Nineveh, Mixed - 11	- - -	*c*109	53 13 4
			*c*105	43 11 10
394	Birmingham, All Saints Protestant School (Heath Street) - 11	233 15 0	131	65 6 0
			*c*137	69 5 2
			51	17 17 6
394	Birmingham, Asylum - U.			
394	Birmingham (Bishop Ryder's) - N. 7	1,154 2 0	565	239 11 2
			416	109 5 0
394	Birmingham, Carr's Lane, Undl. 4	- - -	56	11 16 0
			11	2 15 10
394	Birmingham, Ch. Ch. (Fleet Street), Inft. 11	- - -	105	40 18 11
394	Birmingham, Ch. Ch. (Pinfold Street) N. 11	*400 0 0	335	196 6 2
			*c*36	11 0 0
			318	207 19 0
			72	24 13 4
394	Birmingham, Church of the Saviour B. 6	- - -	149	48 7 8
394	Birmingham, Girls' Reformatory.			
394	Birmingham, Hebrew - 5	- - -	168	88 0 0
394	Birmingham, Immanuel, Infants, Holliday Street N. 2	171 0 0	92	39 16 2
394	Birmingham, Industrial - B. 6	41 0 0	116	51 8 6
394	Birmingham, Indust. Free	995 0 0		
394	Birmingham, Islington - W. 6	- - -	331	165 6 8
394	Birmingham, Legge Street B. 6	- - -	69	28 17 4
394	Birmingham, New Jerusalem - 6	- - -	268	154 7 2
			90	27 8 4
394	Birmingham Oratory (Edgbaston) - R.			
394	Birmingham St. Anne's (Alcester St.) - R. 10	- - -	220	73 8 8
394	Birmingham, St. Barnabas, Boys and Girls - - N. 6	576 11 3	379	191 16 0
			166	61 6 8
394	Birmingham, St. Barnabas', (Ryland Street North), Infants - - N. 6	196 0 0	242	100 2 0
394	Birmingham, St. Bartholomew's - N. 3	*150 0 0	166	36 1 4
	" "	372 10 0	26	6 13 4

a School closed. *b* School not in existence. *c* For two years. *d* Removed from inspection.
e Due, but not paid.

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	WARWICK—*cont.*	£ s. d.		£ s. d.
394	Birmingham, St. Chad's - R. 10	- - -	443	117 6 8
			246	67 13 4
395	Birmingham, St. Clement, Nechells - N. 10	1,200 0 0	—	*a*
394	Birmingham, St. David's (Macdonald Street) - N. 2	177 0 0	195	85 14 8
394	Birmingham, St. George's (Russell St.) N. 3	*300 0 0	700	382 12 0
	" " "	761 6 8	129	43 10 10
394	Birmingham, St. George's, Hospital Street Branch, Infant 3	- - -	149	44 14 1
			13	2 14 3
394	Birmingham, St. George's, Mission Church Branch - 3	- - -	148	31 2 7
			15	2 15 9
394	Birmingham, St. John's - R. 10	858 0 0	323	166 9 0
			189	74 12 6
394	Birmingham, St. Jude's Ch. 6	555 4 0	169	74 12 4
395	Birmingham, St. Lawrence N. 7	241 10 0	118	21 6 9
394	Birmingham, St. Mark's, Helena St. N. 9	89 10 0	140	53 18 6
394	Birmingham, St. Mark's (St. Mark's Street) - N. 9	504 16 4		
394	Birmingham, St. Mark's,		637	338 11 8
	St. Mark's Street, Infants - - N.	215 11 3	70	20 5 0
394	Birmingham, St. Martin's, Allison Street 8	- - -	124	15 19 2
394	Birmingham, St. Martin's, New Hall Street - Ch. 8	- - -	145	69 17 10
			41	14 2 6
394	Birmingham, St. Mary's - N. 10	750 0 0	162	73 4 2
394	Birmingham, St. Mary's, Boys - - R. 10	- - -	54	23 2 6
394	Birmingham, St. Mary's (Girls and Infants) - R. 10	- - -	159	83 5 4
395	Birmingham, St. Matthew's N. 7	1,212 13 10	538	267 19 2
			129	40 0 10
395	Birmingham, St. Matthew's, Cato Street Branch - N. 7	- - -	116	24 8 11
394	Birmingham, St. Matthias (Wheeler St.) N. 10	1,317 13 9	438	193 17 8
			28	4 6 8
394	Birmingham, St. Matthias', Farm Street, Infant - N. 10	150 0 0	114	39 13 2
394	Birmingham, St. Nicholas' R. *b*			
394	Birmingham, St. Patrick's R. 10	- - -	116	53 17 8
394	Birmingham, St. Paul's - N. 9	788 0 0	485	240 16 6
			143	51 0 10
394	Birmingham, St. Peter's (Moor Street) N.	531 0 0		
394	Birmingham, St. Peter's (London Prentice Street), Infants - N. *b*	73 10 0		
394	Birmingham, St. Peter's R. 10	- - -	254	119 12 4
			59	18 5 10
394	Birmingham, St. Philip's N. 7	500 0 0	138	52 13 6
394	Birmingham, St. Stephen's N. 11	840 12 0	465	207 3 4
			72	28 10 0
394	Birmingham, St. Thomas', Bow Street Ch. 2	- - -	213	79 15 8
			117	29 13 6
394	Birmingham, St. Thomas' (Holloway Head Street) N. 2	315 0 0	451	232 17 2
			55	15 14 2
394	Birmingham, Severn Street B. 6	- - -	397	196 16 8
394	Birmingham, Steelhouse Lane - B. 6	- - -	99	50 3 4
394	Birmingham, Unitarian Domestic Mission - - 6	- - -	486	218 16 2
394	Birmingham W.			
395	Bordesley, St. Andrew's (Boys, Girls, & Infts. N. 2	516 0 0	254	120 19 10
395	Bordesley, St. Andrew's, Infts., Small Heath - N. 3	99 0 0	118	50 1 2
401	Bourton-on-Dunsmoor - Ch. 5	- - -	28	0 10 0
406	Brailes - Ch. 6	397 0 0	113	32 5 2
401	Brinklow - N. 4	377 10 0	116	57 5 0
395	Bromwich, Little - - N. 11	105 12 0	—	*a*
403	Budbrooke - Ch. 6			
398	Bulkington, St. James' Ch. 2	609 0 0	150	89 8 7
			37	15 10 0
406	Burmington N. 3	- - -	16	10 0 1
407	Chesterton Ch. 3	- - -	18	9 3 4
398	Chilvers Coton N. *b*	104 0 0		
404	Claverdon - N.	240 0 0		
401	Clifton-on-Dunsmoor- N. 5	186 0 0	58	27 3 10

a Due, but not paid.

b School closed.

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404	Combroke - 3	- - -	42	21 8 10
407	Compton (Fenny) - N.	*54 0 0		
162	Compton, Long N. 6	- - -	95	43 12 8
			17	5 17 6
396	‡Corley Moor N.			
400	Coventry, Girls' Blue Coat - N. *a*			
400	Coventry, St. John's - N.	*120 0 0		
400	Coventry, St. Mary's, Red Lane, late St. Michael's Branch.			
400	Coventry, St. Mary's - R. 9	- - -	175	92 10 8
			40	19 11 8
400	Coventry, St. Michael's - N. 4	1,200 0 0	401	198 15 10
			53	14 2 6
400	Coventry, St. Osburg's - R. 9	- - -	88	39 10 0
400	Coventry, St. Nicholas' Place, Boys B.	*125 0 0		
400	Coventry, St. Peter's - N. 4	283 17 6	195	85 18 8
			12	2 18 4
400	Coventry, Holy Trinity N. 4	1,349 10 0	399	212 15 6
			6	1 18 4
400	Coventry, Vicar Lane B.	*b*200 0 0		
403	Cubbington - N. 8	220 0 0	113	55 15 4
395	Deritend, St. John's - N. 9	362 5 0	297	132 4 4
			76	26 3 4
401	Dunchurch - N.	*106 0 0		
	" "	50 5 0		
404	Eatington - N. 2	- - -	55	23 7 6
			18	4 11 8
393	Edgbaston - P. 10	- - -	148	91 19 4
393	Edgbaston, St. George's N. 10	182 0 0	249	141 9 10
393	Edgbaston, St. James' Ch. 6	782 17 6	396	199 5 6
			26	7 15 0
394	Edgbaston, St. Luke's - N. 10	516 6 8	392	173 7 4
			74	17 0 0
395	Erdington, Infants - B.	100 0 0		
395	Erdington - R. 10	- - -	84	31 19 0
399	Exhall - N.			
401	Grandborough N.	54 10 0		
406	‡Halford - N.			
403	Hampton-on-the-Hill - R.			
401	Harborough Magna - N.	88 0 0		
407	Harbury, N., and Harbury, Wagstaffe's, Endowed - N. 8	306 0 0	107	60 8 0
397	Hartshill - N. 4	148 10 0	81	28 1 1
404	Henley in Arden - N. 6	95 0 0	*c*39	10 4
			50	17 3 10
404	Henley in Arden - B. 5	- - -	61	30 2 0
403	Hunningham Ch. 4	246 0 0	33	16 2 0
	WARWICK—*cont.*	£ s. d.		£ s. d.
406	Ilmington - N.	308 0 0		
407	Itchington, Bishops - N.	*37 0 0		
407	Itchington, Long - N. 7	502 0 0	84	31 7 2
403	Kenilworth, St. Austin's R.			
403	Kenilworth, St. John's - N. 7	212 0 0	113	67 10 6
403	Kenilworth (St. Nicholas), Girls and Infants - - N. 7	*57 0 0	121	68 16 6
	"	599 0 0		
399	Kersley and Coundon - N. 4	112 10 0	131	79 1 6
			34	12 5 0
376	Kingsbury, Endowed - N. 1	57 13 10	59	14 15 0
405	Kinwarton and Great Alne - N. 7	68 10 0	33	13 7 0
405	Kinwarton and Great Alne, Sunday -	*30 0 0		
394	Ladywood, St. John's - N. 7	1,582 0 0	558	309 0 10
394	Ladywood, St. John's, Infants, Ichnield Port Road Ch. 7	162 16 3	114	52 5 6
401	Lawford, Long P. 12	- - -	40	14 1 2
396	Lea Marston Ch. 1	- - -	100	49 7 6
403	Leamington, Girls - - B. 5	- - -	97	51 3 10
403	Leamington Priors - N. 11	1,100 0 0	—	*d*
403	Leamington, St. John's - N. 11	- - -	91	27 2 0
403	Leamington Priors - R.			
403	Leamington Priors - W. 5	- - -	120	70 10 2
403	Leamington, St. Mary's - N. 11	- - -	—	*d*
407	Lighthorne - N. 3	- - -	41	21 5 4
404	Loxley - - N. 3	10 10 0	35	17 11 4
395	Lozells, St. Silas' - - N. 10	- - -	170	75 4 6
405	Mappleborough Green - N. 7	- - -	44	13 8 4
401	Marton - N.	212 0 0		
	‡Mount Carmel - - R.			
407	Napton on the Hill - N. 3	64 0 0	33	18 6 6
398	Nuneaton (Abbey End), Infants - N.	241 0 0		
398	Nuneaton (Church Lane) - N. 5	618 0 0	287	141 11 10
403	Offchurch (Lady Aylesford's) - 8	- - -	41	27 10 6
			4	0 10 0

a Removed from inspection. *b* This grant has been repaid. *c* Arrears for 1865, 1866, and 1867.
d Due, but not paid.

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	WARWICK—*cont.*	£ s. d.		£ s. d.
396	Pakington (Earl of Aylesford's) 8	- - -	63	27 1 8
408	Pailton - N. 5	373 0 0	82	28 16 0
400	Radford - B. 5	- - -	33	21 18 0
163	Ratley - - Ch.	117 0 0		
403	Rowington - N. 6	196 0 0	75	40 13 2
401	Rugby (Elborow's) - N. 5	29 19 0	175	98 4 6
401	Rugby - - R.			
401	Rugby, St. Matthew's N. 5	174 10 0	349	177 9 2
401	Rugby (St. Matthew's District) New P.	275 0 0		
401	Rugby, Trinity P. 5	- - -	235	133 1 4
401	Rugby - - W. 5	- - -	98	55 16 0
401	Ryton-on-Dunsmore - Ch. 5	196 8 0	51	27 15 0
395	Saltley, Reformatory.			
395	Saltley (Worcester Diocesan) Practising - 7	200 0 0	111	36 16 0
402	Shirley (Endowed) - Ch. 6	*65 0 0	103	63 4 8
	" "	221 2 6		
404	Snitterfield - N.	*100 0 0		
	" "	25 0 0		
402	Solihull, Lower, Free - - N. 6	- - -	55	*a*
402	Solihull, Palmer's Charity, Girls - - 6	- - -	94	48 4 0
407	Southam - Ch. 4	- - -	128	48 7 0
407	Southam Independent -	46 0 0		
398	Stockingford N. 5	604 5 0	86	41 19 6
407	Stockton - N. 11	55 4 4	94	52 0 0
399	Stoke - - N. 4	76 0 0	64	28 9 2
403	Stoneleigh - P. 11	- - -	58	*a*
			14	
406	Stowerton - N.	40 0 0		
404	Stratford-on-Avon - - B. 5	- - -	78	29 0 1
404	Stratford-on-Avon - N. 2	311 11 8	296	139 12 2
			26	8 6 8
401	Stretton-on-Dunsmore - N. 2	232 14 2	57	*a*
405	Studley - N. 11	*35 0 0	—	*b*
	" "	339 12 4		
395	Sutton-Coldfield - - R.			
401	Thurlaston - N.	138 15 0		
406	Tysoe - - Ch. 6	554 0 0	141	69 13 4
			19	5 7 6
399	Walsgrave-on-Sowe - - N. 4	10 10 0	42	20 14 4
404	Walton - Ch. 6	- - -	24	17 0 0
397	Warton - Ch.	267 0 0		
403	Warwick - B. 5	- - -	79	32 1 10
403	Warwick, High St. Chapel - B. 5	261 0 0	74	36 18 2
403	Warwick, St. Mary's - N. 6	*150 0 0	211	102 10 6
	" "	167 0 0		
403	Warwick, St. Mary's and St. Paul's, Infants - N. 9	162 0 0	120	59 17 2
403	Warwickshire, Reformatory.			
404	Wellesbourne Ch.	185 10 9		
403	Westwood (Canley Hill) - N. 11	- - -	49	27 11 6
			c 4	0 10 0
			61	40 15 0
			61	30 8 6
406	Whichford - 6	- - -	23	8 15 10
376	Wilmecote - N.			
395	Wishaw - N.			
401	Wolston - Ch. 4	- - -	87	55 1 10
			14	3 16 8
412	Wolvey - N. 5	*53 0 0	95	41 16 8
	" "	12 3 0	22	8 1 8
404	Wootton Wawen - N.	208 0 0		
404	Wootton Wawen - - R. 10	- - -	59	48 8 4
	WESTMORELAND.			
575	Ambleside - N. 5	281 15 0	185	74 8 8
573	Appleby, St. Laurence's B. 6	126 15 0	88	39 10 8
575	Barbon - P. 5	136 3 9	49	26 15 0
573	Bongate - N. 2	65 0 0	98	58 1 10
573	Brough - N. 2	- - -	94	54 15 4
575	Burnside, Endowed - 5	- - -	120	51 19 2
575	Burton - Ch. 3	- - -	63	43 10 8
575	Casterton - N.	42 0 0		
574	Cliburn - 1	- - -	49	11 13 9
574	Clifton - - Ch.			
573	Dufton - B. 6	31 18 3	62	32 8 2
			6	1 1 8
575	Endmore - Ch. 3	- - -	57	30 3 8
575	Firbank - Ch. 4	112 4 0	27	13 8 10
575	Grasmere - Ch. 5	- - -	36	6 16 5
575	Grayrigg - N. 5	32 0 0	72	10 14 5
575	‡Helsington - N.			
574	‡Helton - N.			
575	Holme - N. 2	82 10 0	63	43 1 10
			32	11 5 0
575	Kendal - N. 9	140 17 0	232	73 17 10
575	Kendal, Boys B. 5	*125 0 0	219	132 10 8
	" "	138 5 4		
575	Kendal, Castle Street, Girls and Infants - B. 5	- - -	207	98 11 11
575	Kendal, Fellside - - B. 5	- - -	105	49 10 8
575	Kendal, Parish Church - 9	- - -	180	77 11 8
575	Kendal - U.			
575	Kendal, St. George's (Girls) - N. 9	243 10 0	67	31 12 8

a Refused under Article 52 *d*. *b* Due, but not paid. *c* For two years.

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	WESTMORELAND—*cont.*	£ s. d.		£ s. d.
575	Kendal, St. Thomas' - Ch. 9	- - -	92	29 6 11
575	Kendal - W. 5	173 0 0	111	47 12 2
			20	8 8 4
575	Kirkby Lonsdale - - N. 5	592 5 0	197	112 6 4
			25	10 15 10
573	Kirkby Stephen - - N. 2	*45 0 0	69	27 17 6
573	Kirkby Thore N. 2	- - -	24	10 13 10
573	Kirkby Thore B. 6	- - -	24	5 18 2
575	Langdale - Ch. 5	- - -	53	7 2 8
575	Levens - - Ch. 3	- - -	54	23 6 8
574	Martindale - N.	*27 0 0		
573	Marton, Long P. 2	- - -	41	30 4 9
575	Meal Bank - B.	- - -	56	47 15 2
			26	7 8 4
575	Milnthorpe, St. Thomas (Girls and Infants) - N. 3	- - -	72	38 7 8
573	Ormside - N.	35 0 0		
575	Staveley - N. 5	- - -	94	30 10 0
574	Strickland, Great - N. 1	- - -	43	2 17 6
573	Tebay - - N. 2	- - -	81	11 14 6
573	Temple Sowerby Ch. 1	12 0 0	36	16 11 4
575	Troutbeck - Ch. 5	- - -	36	*a*
573	Warcop - N. 2	144 0 0		
575	Windermere, St. Mary's (Applethwaite) N. 5	50 0 0	134	60 7 10
574	Yanwath - Ch. 2	- - -	72	40 18 8
	WILTSHIRE.			
121	Aldbourne - N. 2	306 0 0	66	18 13 2
			25	6 17 6
263	Alderbury - N. 10	- - -	112	53 18 8
256	Allcannings N. 3	26 14 8	67	34 3 2
262	Amesbury - N. 1	- - -	99	58 4 6
			16	8 3 4
260	Ashton - - Ch. 2	- - -	59	28 16 6
			22	5 11 8
259	Ashton, West N.	169 15 0		
255	Avebury - P.	40 0 0		
265	Barford, St. Martin's - N. 1	478 0 0	53	8 10 10
			—	*b* 15 0 0
121	Bedwin, Great N. 2	- - -	118	57 4 2
			34	9 0 0
121	Bedwin, Little N. 2	328 0 0	51	29 13 0
			14	5 10 0
265	Bemerton - N. 1	- - -	71	35 18 4
255	Berwick Bassett - - N.	66 0 0		
253	Biddestone - N.	50 0 0		
250	Bishopstone (near Faringdon) - N.	126 0 0		
265	Bishopstone (near Salisbury) - - N. 1	129 8 6	64	32 18 4
265	Bower Chalke N. 1	40 0 0	43	23 16 8
	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
254	Bowood - 5	- - -	70	44 8 0
253	Box - - Ch. 5	- - -	126	10 19 0
258	Bradford, Parish Church - N. 11	*190 0 0	116	60 6 4
	,, - ,,	60 3 2		
258	Bradford, Ch. Ch. - N. 11	- - *c*	121	59 13 10
			124	64 17 8
258	Bradford-on-Avon, Boys B. 3	- - -	46	13 10 5
258	Bradford-on-Avon - B. 3	- - -	97	29 5 8
258	Bradford-on-Avon, Trinity - - N.	24 0 0		
104	Bramshaw (Warren's), Girls - - N. *d*			
259	Bratton - N. 11	50 0 0	41	20 5 0
			11	3 15 10
259	Bratton - B. 2	95 19 6	58	15 3 4
254	Bremhill - N. 5	150 0 0	36	16 6 8
			12	3 10 0
260	Brixton Deverell - N. *e*	*40 0 0		
265	Broad Chalke N. 1	251 0 0	71	33 17 10
			20	5 16 8
255	Broadtown - Ch. 11	205 0 0	31	17 6 4
			9	2 15 10
256	Bromham - N.	146 17 6		
256	Bromham - B.			
258	Broughton Gifford - N. 11	90 13 4	83	36 8 9
261	Burbage - N. 2	276 0 0	170	91 1 2
254	Calne, Boys and Girls - N. 5	45 0 0	180	93 14 8
			43	13 9 2
254	Calne (Lord Lansdowne's), Infants - 5	- - -	91	38 16 11
254	Calne, Middle, Endowed, Free Grammar. *e*			
254	Calne, the Guthrie Juvenile - 5	- - -	104	38 10 8
254	Calne, Trinity N.	192 0 0		
253	Castle Combe N. 5	- - -	133	62 19 8
			25	5 0 0
263	Charlton, All Saints - Ch. 1	- - -	39	19 4 2
252	Charlton Park N. 4	- - -	61	24 6 8
256	Cheverell, Great N.	50 0 0		
256	Cheverell, Little, Mixed - Ch. 3	- - -	28	14 1 10
266	Chilmark - N. 3	283 0 0	76	39 6 4
			25	9 12 6
121	Chilton (Folliatt) N. 2	- - -	54	22 7 8
			11	1 7 6
253	Chippenham N.	*170 0 0		
253	Chippenham B. 2	- - -	134	42 10 1
253	Chippenham U.			
253	Chippenham, St. Paul's - Ch. 5	776 0 0	162	98 0 4
256	Chirton - N.	40 0 0		
250	Chisledon - N.	70 0 0		

a Refused under Article 52 *d*. *b* Retiring pension. *c* For two years.
d Amalgamated with Bramshaw N.S., Hants. *e* Removed from inspection.

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	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
256	Chittoe - N.			
262	Cholderton - P.			
253	Christian-Malford - N. 5	- - -	99	41 16 6
118	Chute - - N. 7	336 0 0	67	36 12 4
251	Clack (Lyneham) - - N. 4	198 12 0	58 20	24 6 0 8 5 0
251	Cliffe Pypard Ch. 11	- - -	31	16 6 0
261	Collingbourne Ducis - - N. 2	340 0 0	92 19	51 5 4 7 2 6
261	Collingbourne-Kingston - Ch. 2	- - -	70	32 15 6
263	Combe Bissett - - N. 10	47 10 0	48	24 10 11
254	Compton Bassett - - N. 5	53 0 0	42 10	19 19 2 3 18 4
253	Corsham - B. 2	*100 0 0	59	20 7 7
	" - "	41 13 0		
253	Corsham, Pickwick District - N. 5	444 0 0	81 13	36 6 10 1 12 6
253	Corsham Side Ch. 5	215 15 0	65 15	43 5 8 3 11 6
260	Corsley - N.	150 0 0		
251	Cricklade - N. 11	108 0 0	76	*a* 15 0 0
251	Cricklade - B. 3	- - -	63	18 14 7
260	Crockerton - N. 2	- - -	55	37 0 2
252	Crudwell - N.	120 0 0		
103	Damerham - N. 1	260 0 0	66 13	27 16 4 3 19 2
252	Daunster, Earl Danby's Endowed Free 4	- - -	55 8	31 0 0 3 1 8
108	Dean, West Ch. 7	- - -	29	13 10 10
254	Derry Hill - N. 5	132 0 0	77 13	33 2 0 4 5 10
256	Devizes - B. 3	*140 0 0	146	58 9 1
	" "	52 10 0		
256	Devizes, Town (Sheep St.) N. 3	- - -	182 22	89 9 0 5 13 4
256	Devizes, Town (Bridewell St.), Girls - N. *b*			
259	Dilton's Marsh N. 2	217 10 0	104 51	49 8 10 16 17 6
259	Dilton's Marsh, Infant - B. 3	- - -	73 23	25 5 5 5 12 6
266	Donhead, St. Mary's - N.	*29 0 0		
263	Downton - N. 10	162 0 0	84	33 16 11
263	Downton, Boys - B. 5	244 6 8	78 26	31 2 8 10 0 0
263	Downton, Girls - B. 5	- - -	73 20	31 7 2 7 5 0
262	Durrington - P. 10	- - -	35	20 16 6
256	Erchfont - N. 3	- - -	61	29 12 8
261	Everleigh - N.	70 0 0		
263	Farley - - N.	154 6 3		
262	Figheldean - N. 1	- - -	53	21 5 0
263	Fisherton Anger N. 1	366 1 0	221	127 8 2
263	Fisherton - B. 12	- - -	63	27 10
266	Fonthill, Bishop - N.	37 10 0		
266	Fonthill Gifford - N.	41 0 0		
121	Fosbury - Ch. 2	- - -	60	37 9 7
265	Fovant - N. 1	105 0 0	62 31	33 4 2 9 1 9
254	Foxham.			
121	Grafton, East N. 2	- - -	94 24	58 9 8 9 10 0
263	Grimstead, West - - N.	101 0 0		
253	Grittleton - Ch. 5	- - -	44	18 0 10
252	Hankerton - N. 4	52 0 0	39	15 2 5
263	Harnham, East - - Ch. 2	- - -	90	50 3 4
263	Harnham, West - - N. 10	120 0 0	34	14 11 4
254	Heddington N. 3	- - -	46 26	20 7 4 9 13 4
260	Heytesbury, N. and Infants 2	*150 0 0	167	82 17 7
	" - "	155 0 0	47	15 9 2
250	Highworth - N. 11	*100 0 0	197	83 12 4
	" - "	252 1 3	38	15 1 8
250	Highworth and Swindon - U.			
254	‡Hillmarton - N.			
257	Hilperton N. & P. 11	70 0 0	54	27 2 10
266	Hindon - N. 3	- - -	92	45 4 8
255	Hinton (Broad) Endowed - N.	160 0 0		
250	Hinton, Little N.	65 0 0		
258	Holt - - N.	*40 0 0		
260	Horningsham N. 2	- - -	73 33	46 7 10 11 2 6
252	Hullavington Ch. 4	- - -	63	20 7 8
260	Imber - - N.	*34 0 0		
267	Kingston Deverill - - N. 2	- - -	35	18 18 6
267	Knoyle, East N. 3	*31 0 0	74	34 5 2
	" "	17 17 2	24	8 16 8
253	Lacock - N. 5	- - -	184	94 18 4
263	Landford - N. 1	45 0 0	63	33 9 2
253	Langton Fitzurse - - N. 5	116 0 0	44	20 12 6
251	Latton - P. 11	- - -	—	*c*
263	Laverstock - N. 1	5 0 0	51	25 16 2
258	Limpley Stoke N. 11	75 0 0	36	19 4 8
260	Longbridge Deverill - N. 2	- - -	80 39	56 2 0 13 0 10
118	Ludgershall N. 7	- - -	81 18	46 17 5 3 13 8
266	Ludwell - N. 3	70 0 0	78	45 18 0
251	Lydiard Tregoz - - N. 11	257 12 0		*c*
251	Lydiard Millicent - - N.	183 3 4		
251	Lyneham - N. 4	166 2 6	62 16	33 6 6 4 18 4
262	Maddington N. 1	- - -	44	20 1 6
267	Maiden Bradley - - N. 2	65 0 0	79 16	41 4 6 5 16 8
252	Malmesbury, Juvenile and Infant - Ch. 4	- - -	270	137 3 4

a Retiring pension. *b* Amalgamated with Sheep Street N.S. *c* Due, but not paid.

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	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
252	Malmesbury and Westport - Ch. 4	600 0 0	103	61 17 4
256	Marden - N.	25 0 0		
256	Market Lavington - N. 3	140 0 0	123	62 11 5
			16	5 10 0
255	Marlborough, St. Mary's - N. 4	395 0 0	140	63 12 6
255	Marlborough, St. Peter's N. 4	500 0 0	163	67 12 7
			60	21 6 8
103	Martin - - N. 10	123 0 0	52	30 13 6
257	Melksham - N. 11	181 4 4	*a* 216	108 7 8
			a 228	109 6 6
257	Melksham - B. 3	64 6 8	93	29 15 6
257	Melksham - U.			
267	Mere - - N. 3	262 0 0	113	54 0 2
			52	15 15 0
252	Minety, St. Leonard's - N.	116 0 0		
258	Monkton Farley - - N. 11	- - -	38	20 10 6
261	Netheravon N.			
265	Netherhampton N. 10	- - -	37	12 13 1
253	Nettleton and Burton - N. 5	96 6 0	82	39 3 8
339	Newnton, Long N. 2	204 0 0	27	*b*
265	Newton, South N. 10	- - -	40	20 4 6
262	Newton Tony P. 10	73 0 0	52	30 14 0
260	Norton Bavant Ch.	20 0 0		
263	Nunton, Mixed N. 10	- - -	43	29 6 0
256	Patney - N.	*25 0 0		
261	Pewsey - N. 2	*75 0 0		
	" "	19 12 10		
261	Pewsey, St. John Baptist - N. 2	171 5 0	129	49 3 6
263	Pitton - - N. 1	- - -	64	25 10 2
107	Plaitford - N. 12	111 9 4	42	19 9 0
340	Pool Keynes N. 3	95 5 0	26	25 2 3
			9	3 16 8
251	Purton - N. 11	584 0 0	166	86 9 6
263	Redlynch - N. 10		*c*	
259	Road Hill - N. 11	*60 0 0	47	25 15 8
256	Rowde - N. 3	- - -	84	48 18 6
			23	6 15 10
264	Salisbury, Infant - - 10	- - -	90	42 15 4
264	Salisbury, Model for Girls - N. *d*			
264	Salisbury - U.			
264	Salisbury, St. Edmund's, Practising - N. 10	1,361 0 0	340	189 17 10
264	Salisbury, St. Edmund's, Sunday - -	*40 0 0		
264	Salisbury, St. Martin's - N. 10	21 0 0	258	143 11 0
264	Salisbury, St. Thomas' - N. 10	479 0 0	141	94 17 0
264	Salisbury - W. 5	- - -	47	17 5 9

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	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
255	Savernake - N. 2	- - -	41	22 8 11
			10	3 3 4
253	Seagry - - N. 5	50 0 0	11	5 9 8
257	Seend - - Ch. 11	27 15 0	56	20 6 8
266	Semley - N. 3	123 0 0	55	32 1 6
257	Shaw and Witley - N.			
252	Sherston - B. 2	- - -	75	21 7 0
252	Sherston (Magna) - N. 4	170 0 0	130	48 19 2
262	Shrewton - N. 1	- - -	33	14 6 8
340	Somerford Keynes - Ch. 3	214 0 0	48	39 15 8
256	Southbroom N.	*50 0 0		
265	Stapleford - P. 1	- - -	24	12 16 0
257	Staverton - N. 11	- - -	77	36 4 11
259	Steeple Ashton - - N. 11	- - -	77	36 8 4
265	Steeple Langford - - N. 1	286 0 0	50	26 11 4
256	Stert - - N.	20 0 0		
254	Stockley - N.	175 0 0		
263	Stratford-sub-Castle - N. 1	37 10 0	38	22 9 2
250	Stratton, St. Margaret's N. 11	*35 0 0	71	43 18 7
257	Studley, St. John's - N.	381 0 0		
253	Sutton Benger - - N.	42 0 0		
260	Sutton Veny Ch. 2	- - -	58	29 6 5
266	Swallowcliffe N.	45 0 0		
250	Swindon - N. 9	*85 0 0	98	40 13 10
	" "	47 0 0	—	*e* 35 0 0
250	Swindon, Old, " Infants - N. 9	- - -	114	37 3 8
250	Swindon, New, Free Christian Church - 12	- - -	85	31 1 9
250	Swindon, New (Great Western Railway) N. 6	598 0 6	332	147 19 10
250	Swindon - W. 12	- - -	76	38 6 10
266	Tisbury - N. 3	429 0 0	142	83 10 8
			20	7 6 8
266	Tollard Royal Ch. 11	- - -	—	*c*
257	Trowbridge - N. 11	726 0 0	401	196 15 10
			173	48 15 10
257	Trowbridge, Boys - - B. 3	- - -	131	35 8 5
257	Trowbridge, Girls - - B. 3	- - -	82	23 18 5
257	Trowbridge, Holy Trinity - N. 11	*105 0 0	112	49 12 10
	" "	8 0 0		
260	Upton Scudamore - - N.	*30 0 0		
250	Wanborough P.			
260	Warminster N. 2	*460 0 0	287	133 19 0
	" "	291 0 0	76	26 10 5
260	Warminster B. 2	*155 0 0	119	36 9 11
259	Westbury - N. 11	150 0 0	82	38 6 0
			a 85	35 0 0

a For two years. *b* Refused under Article 52 *d*. *c* Due, but not paid. *d* School closed.
e Retiring pensions.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	WILTSHIRE—*cont.*	£ s. d.		£ s. d.
259	Westbury (Boys) B. 2	- - -	35	7 9 3
259	Westbury (Girls) B. 2	- - -	76	26 4 5
259	Westbury, Heywood House N. 11	- - -	86	46 8 8
259	Westbury, Leigh Ch. *a*			
258	Westwood - N.	73 0 0		
263	Whiteparish N. 1	100 0 0	115	45 4 3
			29	10 0 10
265	Wilton - N. 10	- - -	231	127 4 4
265	Wilton Park N. 10 Wilts, Reformatory.	- - -	31	21 12 0
262	‡Winterbourne, Earl's - N.			
255	Winterbourne Monkton - P.	25 0 0		
262	Winterbourne-Stoke - N. 10	- - -	39	28 16 0
263	Winterslow - N. 1	10 10 0	106	54 1 8
			13	1 12 6
251	Wootton Bassett - - N. 4	638 0 0	158	74 10 10
			28	10 15 0
251	Wootton Bassett - - B. 2	413 12 6	140	33 19 5
261	Wootton Rivers N. 2	90 0 0	85	47 18 8
258	Wraxall, South N.	37 10 0		
265	Wylie - - N.	*45 0 0		
253	Yatton Keynell - - Ch. 5	- - -	34	2 12 8
267	Zeals - - N. 3	42 0 0	32	16 9 0
	WORCESTERSHIRE.			
386	Abberley - P. 6	292 0 0	69	26 14 8
392	Alvechurch - N. 2	317 0 0	92	40 1 8
386	Areley King's N.	55 0 0	10	3 8 4
389	Badsey and Wickhamford N.	125 16 0		
393	Balsall Heath, St. Paul's - N. 6	1,270 0 0	253	108 16 2
391	Barbourne, St. Stephen's Ch. 9	254 0 0	137	63 19 10
393	Bartley Green N.	*50 0 0		
392	Belbroughton N. 5	- - -		
389	Bengeworth N. 11	200 0 0	80	47 18 0
388	Berrow - N.	*45 0 0	127	72 6 8
384	Bewdley - N. 5	65 3 4	—	*b*
355	Bewdley, Far Forest - N. 10	60 0 0	56	30 19 0
388	Birts Morton N.	78 0 0		
406	Blockley - B. 12	- - -	58	35 6 6
406	Blockley, Upper Ch. 11	303 5 0		*c*
390	Bredicot - N.	142 16 6		
389	Bretforton - N.	75 0 0		
386	Broadheath N.	*18 0 0		
386	Broadwas - Ch.	62 13 9		
389	Broadway - N. 11	150 0 0*d*	108	53 2 10
			121	52 14 8
389	WORCESTER—*cont.* Broadway, St. Mary's - R. 5	- - -	65	45 13 6
392	Bromsgrove - B. 2	- - -	77	33 16 2
392	Bromsgrove N. 2	*200 0 0	370	179 2 10
			44	11 3 4
392	Bromsgrove, Park Place R.			
392	Bromsgrove, The Lickey N. 4	295 0 0	90	48 3 8
388	Bushley - P. 3	- - -	52	25 8 4
388	Castle Morton N. 7	102 0 0	23	3 18 0
391	Claines - N. *e*	*100 0 0		
391	Claines, St. George's - N. 11	*123 0 0	150	51 9 4
389	Cleeve Prior Ch.	106 0 0		
392	Clent - - N. 6	- - -	41	29 5 9
			18	6 19 3
392	Clent, Infant 6	- - -	59	28 15 8
386	Clifton-on-Teme - - N. 6	100 0 0	46	12 8 3
386	Cowleigh, St. Peter - Ch. 10	- - -	74	26 15 2
383	Cradley - N. 5	1,092 0 0	121	58 11 10
			40	12 11 8
383	Cradley, The Old Wesleyan's Refuge - 2	- - -	70	23 4 8
383	Cradley - W. 1	- - -	85	36 19 0
391	Crowle - N. 6	188 0 0	61	30 2 8
391	Cutnall Green Ch. 7	153 6 3	59	7 18 6
391	Dodderhill - N. 7	146 0 0	49	20 8 0
391	Droitwich, Coventry Charity - N.			
391	Droitwich, St. Peter's - N. 11	293 8 6	278	104 0 4
			53	13 17 10
382	Dudley - B.	*400 0 0		
382	Dudley, Holly Hall - - N. 7	- - -	295	140 18 8
			130	52 1 8
382	Dudley St. Edmund's - N.	450 0 0		
382	Dudley, St. James' - N. 7	150 0 0	85	46 4 6
382	Dudley, St. John's - N. 7	395 0 0	161	79 9 4
			19	7 5 10
382	Dudley, St. Thomas' - N. 7	867 0 0	163	73 13 5
			30	9 13 4
382	Dudley - W. 1	432 0 0	136	71 5 10
388	Eldersfield - N. 1	224 0 0	18	*b*
342	Evenload - N.	28 0 0		
389	Evesham, All Saints, and St. Lawrence N. 11	275 0 0	211	139 19 1
			42	16 6 0
389	Evesham - B. 12	160 0 0	120	49 10 4
			12	4 6 8
405	Feckenham - N. 10	801 8 0	111	73 8 6
392	Finstall - N.	65 0 0		
386	‡Grimley - N.			
388	Guarlford (late Malvern, Great, St. Mary's, Barnard's Green) - N. 10	127 16 11	99	38 18 7
			105	60 19 6
392	Hagley - N. 5	- - -	10	3 8 4

a Removed from inspection. *b* Refused under Article 52 *d*. *c* Due, but not paid, *d* For two years.
e School discontinued.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	WORCESTER—*cont.*	£ s. d.		£ s. d.
392	Hagley, Infants - - N. 5	85 0 0		
383	Hales Owen N. 6	*285 0 0	374	192 5 8
	" "	522 6 3		
383	Hales Owen (Quinton), Ch. Ch. - N. 6	160 0 0	89	53 17 10
386	Hallow, Endowed - N. 11	358 0 0	99	*a*
391	Hanbury - N. 10	254 0 0	86	42 0 4
391	Hanbury, Broughton Green - N.	80 0 0		
389	Harvington - N.	59 0 0		
392	Headless Cross N. 11	- - -	113	47 10 10
386	Holt and Whitley - N.	*30 0 0		
405	Inkberrow - N. 3	112 10 0	64	20 13 0
384	Kidderminster, New Meeting House Charity - 2	67 0 0	171 22	79 13 8 6 15 0
384	Kidderminster, St. George's N. 5	275 13 4	383	177 0 10
384	Kidderminster, St. John the Baptist's N. 5	203 3 4	251 49	129 19 6 19 5 10
384	Kidderminster, St. John's, Girls - - N.			
384	Kidderminster, St. Mary's - N. 5	83 6 8	296 63	151 17 10 19 2 6
384	Kidderminster, St. Mary's (Mill Street) Infants - N.			
393	King's Norton N. 4	205 10 0	58	25 14 8
393	King's Norton, Strutley St. Branch School 4	- - -	73 11	36 5 2 3 19 2
386	Leigh Sinton N. 1	- - -	57	19 1 0
388	Longdon, Endowed, Girls N. 3	116 0 0	31	*b*
383	Lye - - N. 6	531 16 0	349 135	161 0 4 42 0 10
383	Lye (Stamber-Mill) - N. 6	280 0 0	108 48	51 12 4 12 16 6
388	Malvern, Great, New Par. - Ch. 11	1,293 0 0	169	81 7 6
388	Malvern, North - Ch. 10	- - -	130	61 6 6
386	Malvern, Link - -N. 11	75 0 0	71	32 4 0
386	Malvern, Link Day - - S. 12	- - -	78	38 13 6
388	Malvern Wells, St. Peter's - N.	*50 0 0		
386	Martley - N. 6	144 0 0	33	*a*
405	Morcton Abbots - - N.	20 0 0		
393	Moseley - N. 4	- - -	131	57 3 8
393	Moseley, King's Heath, Infants.			
382	Netherton - Ch. 7	- - -	330 25	132 5 11 10 0 10
406	Newbold-on-Stour - - N. 7	93 0 0	63	18 0 0
393	Northfield - N.	*100 0 0		
390	Norton juxta Kempsey - P. 10	- - -	53 10	29 17 0 3 0 0
389	Offenham - N.			
381	Oldbury - N. 6	*75 0 0	354	170 12 6
	" "	544 10 0	80	24 13 4
381	Oldbury (Chance's)- N. 6	340 0 0	284 103	138 11 0 44 7 6
381	Oldbury, Road End, Branch.			
381	Oldbury, Tat Bank, Infants - - N. 6	331 0 0	90	43 8 10
381	Oldbury - W. 2	- - -	259	131 0 0
345	Overbury - Ch.			
387	Oxford, Worcester, and Wolverhampton Railway (at Worcester) B. *c*			
390	Pershore - N. 10	212 0 0	206 18	97 2 6 4 15 0
390	Pershore - B. 12	- - -	68 10	29 4 0 3 15 0
388	Powick - N. 11	*60 0 0		
	" - "	26 0 0	103	55 4 8
388	Powick, Bastonford Branch - N. 11	- - -	*a* 45 41	16 17 1 10 2 8
392	Redditch - N. 4	711 0 0	290 97	141 17 6 29 17 6
392	Redditch - W. 2	713 0 0	253	141 16 2
335	Redmarley - N.	64 0 0		
388	Ripple - - N.	120 0 0		
385	Rochford - N.	89 0 0		
355	Rock - - Ch. 4	- - -	39	15 2 8
392	Romsley - N.	63 0 0		
391	Salwarpe - N. 10	- - -	49	12 11 3
382	Sedgeberrow N.	40 0 0		
393	Selly Oak N. 4	606 10 0	80 14	37 8 10 4 10 0
386	Shelsley, Woodbury Hill Reformatory.			
406	Shipston-on-Stour, Boys N. 7	- - -	55	*a*
406	Shipston-on-Stour, Girls N. 7	84 15 0	86	44 17 8
386	Shrawley - N. 5	- - -	29	10 1 2
393	Sparkbrook - N. 6	764 0 0	125	49 15 4
402	Spark Hill - Ch. 3	- - -	67	33 7 0
335	Staunton - N. 1	165 2 6	44	11 11 11
392	Stoke Prior - N. 4	*100 0 0	88	48 16 2
	" "	50 8 9		
388	Stourbridge, St. John's - N. 7	327 5 0	215 27	106 10 0 9 12 6
383	Stourbridge N. 7	492 18 3	177 28	102 11 4 9 13 4

a Refused under Article 52 *d*.
b Refused under Article 52 (*a*) and 52 (*d*).
c School closed.
d For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	WORCESTER—*cont.*	£ s. d.		£ s. d.
383	Stourbridge (New Road) W. 1	- - -	28	10 3 8
383	Stourbridge (Wollaston Road) B.			
384	Stourport (or Lower Mitton) - N. 5	259 6 8	221 15	100 1 8 4 12 6
383	Swinford, Old N. 7	1,004 0 0	163 36	83 18 10 16 10 0
392	Tardebigge - N. 4	- - -	75	50 12 0
385	Tenbury - N. 4	414 0 0	119	58 1 1
388	Upton-on-Severn - N. 11	672 0 0	a216 a218	71 5 10 82 6 0
390	Whittington Ch. 2	146 0 0		
386	Wichenford N.	67 0 0		
386	Witley - - N. 6	- - -	67	23 12 6
383	Wollaston - N. 7	- - -	315 22	184 7 0 9 5 0
387	Worcester, All Saints' N. 9	250 0 0	194	83 2 6
387	Worcester, St. Andrew's N.	*200 0 0		
387	Worcester, St. Clement's N. 11	276 0 0	221 16	118 15 10 6 0 0
387	Worcester, St. George's R. 5	- - -	152	38 0 0
387	Worcester, St. John's - N. 11	278 18 0	a233 265	117 8 8 128 15 2
387	Worcester, St. Martin's - N. 10	*250 0 0	341	172 0 0
	" " "	144 12 6	25	6 9 2
387	Worcester, St. Martin's, Infants - b			
387	Worcester, St. Nicholas' - N. 11	- - -	107	53 8 10
387	Worcester, St. Paul's - N. 11	471 19 4	163	64 11 1
387	Worcester, St. Peter's, Boys - - N. 10	- - -	109 52	60 9 4 12 18 4
387	Worcester, St. Peter's (Diglis St.), Girls and Infants - N. 10	689 16 4	392 98	192 17 6 36 0 0
387	Worcester, Sansome's Place - - N. 10	82 11 0	155	61 16 8
387	Worcester - W. 12	- - -	79	37 15 0
384	Wribbenhall N. 5	12 16 8	54	28 5 2
	YORKSHIRE.			
514	Aberford - N. 3	- - -	74	36 12 10
526	‡Acklam - N.			
526	Acklam, East N.	23 19 3		
504B	Ackworth - B. 6	- - -	45 18	26 0 6 4 16 8
504B	‡Ackworth, Girls - - N.			
504B	Ackworth (Lowther's Hospital), Boys - - N. 5	- - -	60	29 0 0
504B	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
	Ackworth, Low (Miss Howard's), Girls - - 6	- - -	60	15 12 10
492A	Acomb - N. 3	- - -	88	57 1 9
489	Addingham N. 3	215 14 6	93 37	55 14 6 11 14 2
510	Adwick-le-Street - N. 1	*60 0 0	34	15 0 0
534	Ainderby Steeple - N. 3	267 12 0	63	34 15 10
492A	Aldborough Ch.			
492A	Aldborough and Boroughbridge - N. 3	682 10 0	137	76 8 11
491	Aldfield - N. 5	- - -	79	57 3 5
530	Allerston - N.	*20 0 0		
530	Allerston - B.	8 1 6		
499	Allerton - N.	*73 0 0		
499	Allerton - B. 4	200 0 0	176	104 9 4
504A	Allerton Bywater - N. 4	- - -	76	8 7 9
492A	Allerton Mauleverer R. 11	- - -	a21 a24	9 9 4 10 1 2
497	Almondbury, Central - N. 7	379 6 0	118	56 15 6
497	Almondbury, Lower Houses - N.	140 0 0		
497	Almondbury W. 9	- - -	72 53	33 11 2 19 4 2
527	Alne - - P. 11	- - -	47	20 1 10
503	Alverthorpe and Flanshaw - - N. 2	246 11 6	109	40 5 5
529	Ampleforth - N. 5	31 17 6	57	24 16 8
436	Anston - Ch.			
529	Appleton-le-Moors - N. 7	- - -	32	15 3 4
514	Appleton Roebuck - N. 1	- - -	63	29 0 0
505	Ardsley - N. 2	237 14 0	95	32 18 7
497	Armitage Bridge - N. 6	- - -	98 31	54 14 6 11 0 10
510	Askern - N.			
515	Askham Bryan - N.	179 0 0		
509	Aston - - N.	188 0 0		
508	Attercliffe, Boys - - N. 6	322 0 0	109	37 4 7
508	Attercliffe, Girls and Infants - N. 6	- - -	221	92 15 2
522	‡Atwick - N.			
509	Aughton - 11	- - -	32	15 10 0
496	Austerlands N. 8	60 0 0	103 22	59 18 0 7 15 0
537	Aysgarth - N. 12	- - -	a67 a67	36 13 4 34 4 6
533	Ayton, Great B.	140 0 0		
493A	Baildon - N. 10	150 0 0	82	32 7 2
499	Bailiff Bridge B. 9	- - -	91	48 9 6
510	Balby and Hexthorpe N. 1	- - -	69	22 14 6
491	Baldersby - N. 5	- - -	54	44 15 4

a For two years.

b Amalgamated with St. Martin's N.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
499	Bankfoot, St. Matthew's N. 2	201 13 4	199	102 0 8
			23	5 10 10
514	‡Bardsey, Endowed - N.			
498	Barkisland, Endowed - 11	284 11 10		
516	Barmby Moor N. 1	277 0 0	51	35 6 8
517	Barmby-on-the-Marsh N.	*55 0 0		
510	‡Barmburgh N.			
489	Barnoldswick N. 4	*150 0 0	113	74 6 8
	" "	17 0 0		
489	Barnoldswick W. 6	542 12 0	133	74 16 8
			60	20 8 4
505	Barnsley, St. George's, Boys - N. 11	140 8 2	182	106 13 0
505	Barnsley, Holyrood - R. 9	1,124 8 0	272	160 14 6
505	Barnsley, St. George's, Girls and Infants N. 11	- - -	281	182 6 0
			59	20 7 2
505	Barnsley, St. George's Branch, Kingston Place, Infant - Ch. 11	177 15 0		*a*
505	Barnsley, St. John's - N. 11	260 0 0	204	97 17 0
505	Barnsley, St. Mary's - N. 11	472 5 0	351	196 0 8
505	Barnsley - W. 6	444 0 0	241	98 19 2
540	Barton - N. 3	310 0 0	62	21 3 6
526	Barton-le-Willows - N. 5	- - -	30	22 4 6
514	Barwick-in-Elmet - N. 3	210 0 0	87	46 14 0
502	Batley, Carlinghow - N. 4	140 0 0	110	33 11 11
			10	3 8 4
502	Batley (near Dewsbury) N. 4	676 0 0	160	64 14 10
			14	5 15 0
502	Batley - W. 9	616 17 6	190	60 6 8
			53	11 14 2
502	Batley Carr N. 2	406 0 0	229	69 8 5
502	Battyeford - N. 11	- - -	110	40 7 0
502	Battyeford, Ch. Ch. (in Mirfield), Boys N.	332 0 0		
510	Bawtry - P. 2	- - -	97	36 19 3
510	Bawtry - W. 4	- - -	39	16 16 8
535	Bedale - N. 4	188 0 0	127	63 7 0
523	Beeford - N. 4	42 10 0	64	36 8 11
500	Beeston - N. *b*			
493A	Ben Rhydding Pres.	*b*		
510	Bentley-in-Arksey - N.	57 0 0		
518	Beswick and Watton - N. 11	132 0 0	46	40 5 2
518	Beverley Beckside, Infant N. 2	86 0 0	93	32 2 10
518	Beverley Minster, Boys N. 2	300 0 0	148	76 9 6
			19	5 17 4
518	Beverley Minster, Girls - N. 2	- - -	104	41 2 9
518	Beverley Minster (Moorgate) Infants 2	- - -	135	44 15 10
518	Beverley, North Bar Street R. *b*			
518	Beverley, St. Mary and St. Nicholas' - N. 2	219 0 0	157	62 2 1
518	Beverley - W. 11	245 8 9	209	120 4 2
518	Beverley, Wood Street - N.	100 0 0		
499	Bierley - N. 1	- - -	131	92 6 10
			20	7 16 8
499	Bierley Sticker Lane - - N.			
533	Bilsdale, Lord Feversham's 6	- - -	31	16 5 2
494	Bingley - N. 7	79 0 0	218	112 15 8
			16	6 15 0
494	Bingley - W. 5	826 0 0	318	183 2 6
			39	10 19 2
526	Birdsall, Lord Middleton's 4	- - -	28	14 3 6
502	Birkenshaw N.	*120 0 0		
	" - "	328 7 6		
499	Birkenshaw, Hunsworth N.	314 4 0		
502	Birstal - N. 1	393 18 6	169	70 0 10
502	Birstal - W. 9	345 15 0	189	72 12 2
490	Birstwith - Ch. 11			
491	Bishop Monkton - - N. 5	72 0 0	43	37 8 3
515	Bishopthorpe, Archbishop of York's - N. 3	- - -	57	44 7 5
516	Bishop Wilton - - Ch.			
498	‡Black Dike Mills, Even.			
506	Bolsterstone N. 11	200 0 0	39	18 1 6
499	Bolton (Calverley) near Bradford - N. 4	309 6 0	75	35 4 0
510	Bolton-on-Dearne - N.	54 0 0		
497	Boothbanks N. 5	- - -	67	61 12 5
514	Boston, Clifford, and Bramham - W. 3	168 17 6	76	45 5 8
514	Boston Spa - N. 11	355 0 0	115	60 19 0
			10	3 0 0
499	Bowling, St. John's - N. 1	- - -	235	101 19 0
			29	9 2 6
499	Bowling, St. Stephen's - N. 3	226 7 6	127	61 18 5
489	Bracewell - N. 3	52 19 0	23	11 13 10
499	Bradford, All Saints' - N. 3	- - -	155	81 14 6
499	Bradford, Borough, West 4	458 0 0	309	166 10 0
499	Bradford, Bowling, Essex Street - B. 7	- - -	180	79 13 8
499	Bradford, Broomfield's Industrial -	763 0 0		
499	Bradford, Ch. Ch. - - N. 3	454 10 0	195	85 2 8

a Due, but not paid.

b School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
499	Bradford, Daisy Hill - N.	300 0 0		
499	Bradford, Low Moor - N. 5	- - -	137	73 9 3
499	Bradford, Hill Top, Low Moor, Infts. N. 5	255 10 0	105	47 8 2
499	Bradford, Lister Hills, Independent Chapel.			
499	Bradford, Manchester Road, Model Factory - - N. 3	1,975 0 0	440	233 13 8
499	Bradford, Messrs. Walker's Factory - - N. 3	- - -	144	89 1 10
499	Bradford, New Leeds - N. 1	357 0 0	228	84 12 4
499	Bradford, Richmond Terrace - W. 4	394 2 6	95	47 15 8
499	Bradford, St. Andrew's - N. 3	1,194 0 0	340 96	201 15 10 32 13 4
499	Bradford, St. James' - N. 3	- - -	269	129 12 2
499	Bradford, St. Joseph's - R. 10	- - -	237 93	132 7 0 35 0 4
499	Bradford, St. Jude's - N. 3	474 10 0	204	125 14 8
499	Bradford, St. Marie's - R. 10	- - -		*a*
499	Bradford, St. Patrick's - R. 10	622 0 0	5164	98 6 8
499	Bradford, Stott Hill - N. 3	- - -	221 30	126 5 2 8 3 4
499	Bradford, Tong Street N. 3	- - -	46 6	22 4 2 0 15 0
499	Bradford, White Abbey Road W. 4	- - -	291	162 10 6
527	Brafferton - N. 3	440 0 0	98	66 16 0
514	Bramham - Ch. 3	- - -	83	36 7 2
500	Bramley (Leeds) - N. 9	898 0 0	247 49	123 0 10 14 19 2
500	Bramley (Leeds) - W. 3	- - -	209	106 8 8
509	Bramley, near Rotherham N.			
500	Bramley Whitcote - N.	125 0 0		
509	Brampton Bierlow - N. 5	- - -	184	73 3 5
509	Brampton Bierlow, Infant - 5	- - -	47	19 3 0
527	Brandsby - Ch. 4	- - -	18	8 10 4
518	Brantingham-cum-Ellerker - - N. 2	70 0 0	54	38 19 6
526	Brawby - N.	66 0 0		
505	Bretton, Monk - N. 7	200 0 0	150 16	87 4 11 4 11 8
503	Bretton, West - N. 7	- - -	71	38 19 8

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
524	Bridlington N. 5	178 5 0	250	102 0 11
524	Bridlington, Infants - N. 5	400 0 0	99	45 14 3
524	Bridlington Quay Ch.Ch.N. 5	330 0 0	78	31 11 2
524	Bridlington Quay, Inft. N. 5	- - -	88	29 3 7
524	Bridlington Quay - - B. *c*	*100 0 0		
524	Bridlington Quay - - W. 5	17 11 0	41	21 3 8
498	Brighouse - N. 5	*150 0 0	295	177 5 5
	„ - - „	369 7 6	60	21 6 8
497	Brockholes - N. 6	*64 0 0	61	32 19 0
534	Brompton - B. 5	190 0 0	96 18	45 12 2 5 1 8
517	Broomfleet - N.			
532	Brotton - N. 5	184 0 0	73	34 1 4
489	Broughton - R. *d*			
539	Brompton-on-Swale - N. 3	- - -	39	15 2 8
489	Buckden - Ch. 9	- - -	37	21 16 6
525	Bulmer, Lord Carlisle's - Ch. 5	- - -	33 11	24 18 0 4 0 10
500	Burley, near Leeds - N. 5	353 0 0	135	64 14 7
493A	Burley in Wharfdale (near Otley) N. 10	30 4 10	63	31 16 8
493A	Burley Township - - B. *e*			
501	Burmantofts, St. Stephen's N. 6	559 0 0	264	165 18 6
535	Burneston - N. 4	70 0 0	49	16 0 10
497	Burnlee, Inft. N. 5	100 0 0	63	35 0 5
524	Burton Agnes, Boys - - N.	*48 0 0		
524	Burton Agnes, Girls - - N.			
518	Burton, Bishop - Ch. 1	291 0 0	56	20 3 4
518	Burton Cherry - Ch. 1	- - -	36	4 14 8
536	Burton Constable - N. 3	- - -	28	15 9 6
536	‡Burton Constable - R.			
526	Burythorpe - N.			
501	Buslingthorpe - N. 9	918 0 0	212	90 11 0
499	Buttershaw N. 2	- - -	142 32	81 1 6 12 10 0
	Calder Farm Industrial Reformatory.			
539	Caldwell - Ch. 3	- - -	39	12 11 8
499	Calverley - N. 4	- - -	57 26	28 7 10 6 18 4
499	Calverley, New, Infants - N. 4	270 0 0	59 10	25 10 8 3 3 4
499	Calverley - W. 2	- - -	65	31 1 4
510	Campsall Norton - Ch. 1	295 6 6	39	17 12 0
510	Cantley - N.	88 0 0		
510	Carcroft (in Owston) - N. 1	53 0 0	45	24 1 10

a Due, but not paid.
b Due, but not paid; 98*l.* 6*s.* 8*d.*, evening school grant for 1867.
c School not existing.
d Removed from inspection.
e School pulled down.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
489	Carleton, Girls - - N. 4	- - -	81	18 13 3
513	Carlton - R. *a*			
536	Carlton in Coverham - N.	*55 0 0		
513	Carlton in Snaith - Ch. 3	- - -	86	42 16 2
528	Carlton Miniott - N.	73 10 0		
535	Carthorpe Village, Mixed - 4	- - -	62	23 0 5
504A	Castleford - N.	*39 0 0		
504A	Castleford - W. 6	396 0 0	212	92 11 0
	Castle Howard Reformatory.			
522	Catwick - N. 2	45 0 0	27	5 13 1
517	Cave, North, Boys - - N. 2	- - -	42	30 10 11
517	Cave, North, Girls - - N. 2	- - -	76	49 5 8
517	Cave, North W.			
518	Cave, South, Mrs. Barnard's, Girls - - 2	- - -	35	15 8 6
518	Cave, South, Cross - - Ch. 2	- - -	41	25 12 10
513	Cawood.			
506	Cawthorne - N. 8	- - -	64	32 15 10
498	Charlestown, St. Thomas' N. 10	452 0 0	190 62	68 16 0 18 1 8
497	Choppards in Holmfirth - N.	*80 0 0		
516	Church Cat-ton - - P.			
514	Church Fen-ton - - N. 1	*40 0 0 12 0 0	33	12 17 6
488	Clapham - Ch. 3	- - -	59	25 19 2
499	Clayton - N. 2	627 0 0	159 45	84 0 4 10 9 2
499	Cleckheaton N. 1	*200 0 0 367 12 0	243	120 9 4
499	Cleckheaton B.	*175 0 0		
514	Clifford - N.			
514	Clifford, St. Edward's - R. 11	- - -	38	17 16 6
514	Clifford, St. Joseph's - R. 11	- - -	*b*26	*c*12 0 0
515	Clifton - N.	33 0 0		
532	Coatham - Ch. 2	- - -	96 6	34 8 0 0 15 0
498	Coley - - N. 12	225 0 0	87	62 9 6
498	Coley, North Owram, - Ch. 11	- - -	*d*54 39	29 13 3 27 3 7
510	Conisborough, Infants - N.			
489	Coniston, Cold - - Ch. 3	- - -	43	21 0 10
489	Conouley - N. 4	110 0 0	34	14 19 1
519	Cottingham N. 12	*100 0 0	155 13	71 18 7 1 0 0
494	Cottingley - B. 7	- - -	89	22 2 6
497	Cowcliffe and Netheroyd Hill - - N. 6	297 0 0	59	20 11 0
489	Cowling, Cross Hills - - N.	192 0 0		
534	Cowton, East N. 2	50 0 0	69	18 18 6
527	Coxwold - Ch. 4	- - -	69	44 3 0
535	Crakehall - N. 3	- - -	42	18 5 10
527	Crayke - N. 4	- - -	50	32 13 4
503	Crigglestone Ch. 4	- - -	99 19	61 13 2 7 17 6
540	Croft - - N. 2	184 2 6	116	50 2 10
507	Crooke's Endowed - 7	- - -	254	138 18 11
497	Crosland Moor, Methodist - F.C. 9	- - -	145 25	59 1 8 8 12 6
497	Crosland, South - N. 5	*115 0 0	55 35	35 16 3 13 15 10
507	Cross Pool - N.			
495	Cross Stone N. 12	286 10 0	120	64 8 6
494	Cullingworth N.	152 0 0		
494	Cullingworth W. 6	722 0 0	120	67 17 2
491	Dallowgill - N. 5	- - -	26	24 7 6
539	Dalton-in-Kirby-Ravensworth - N.	*37 0 0		
	" " - "	45 0 0		
528	Dalton-in-Topcliffe - N.			
523	Dalton, North N. 1	- - -	51	27 16 6
532	Danby - - N. 5	- - -	101	60 9 10
505	Darfield - N.	116 19 11		
490	Darley - - B. 3	- - -	40	22 18 3
508	Darnall - N. 11	*144 0 0		*b*
504A	Darrington - N. 5	234 0 0	60	30 10 3
487	Dent - - N. 3	210 13 4	74	44 19 4
506	Deepcar - N. 11	226 0 0	54 *d*25 71	25 3 2 8 15 10 40 18 2
506	Denby - - N. 11	261 5 0	108 30	53 2 4 11 0 0
499	Denholme Gate - - N. 5	288 0 0	134	116 10 0
502	Dewsbury - N. 4	919 0 0	369 20	188 17 2 6 10 0
502	Dewsbury Moor - - N. 4	- - -	80 9	42 2 8 3 15 10
502	Dewsbury Moor, Sunday -	*110 0 0		
502	Dewsbury - R. 10	- - -	123 105	65 4 2 55 15 6
502	Dewsbury, West Town N. 4	670 18 6	162 14	53 10 11 5 15 0
491	Dishforth - N 5	- - -	44	24 15 8
496	Doncross - Ch. 7	- - -	86 17	28 14 5 3 9 2
505	Dodworth, Girls and Infants N. 12	253 9 4	132	37 3 2
505	Dodworth, Town, Boys N. 12	- - -	113	41 12 4
510	Doncaster - N. 5	270 0 0	286	124 15 0
510	Doncaster - B. 4	*300 0 0	322	168 12 0
	" - "	194 10 0	—	*c*30 0 0
510	Doncaster, Ch. Ch. - N. 5	500 10 0	374	199 12 2
510	Doncaster (Gt. Northern Railway Company's) N. 5	- - -	465	236 12 0

a School discontinued.
b Due, but not paid.
c Evening school grant for 1867.
d For two years.
e Retiring pension.

No. of Dist. or Union in Consus Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
510	Doncaster - R. *a*			
489	Draughton - N. 3	100 0 0	25	11 13 8
523	Driffield - N. 4	672 15 0	279	155 18 6
515	Dringhouses, St. Edward's N. 3	- - -	47	14 6 2
519	Drypool - Ch. 10	692 10 5	429	207 1 6
526	Dugglehy - N. 4	- - -	44	21 19 1
515	Dunnington N. 3	- - -	76	50 12 9
492A	Dunsforth - N.	209 0 0		
502	Earl's Heaton N. 2	314 15 0	94	49 6 8
521	Easington (near Hull) N. 11	281 2 0	141 137	17 5 0 14 3 8
532	Easington (near Redcar) N. 6	*28 0 0	61	30 17 10
527	Easingwold N. 2	94 10 0	76	28 11 0
527	Easingwold - W. 2	- - -	53	32 5 11
499	Eastbrook - W. 4	- - -	334	173 16 2
512	Eastoft - N.	82 10 0		
517	Eastrington N.	98 10 0		
494	Eastwood, St. Mary's - N. 10	432 0 0	110	82 10 0
507	Ecclesall - N. 7	*100 0 0	105	45 15 2
	" - "	254 0 0		
507	Ecclesall, Greystones N. *e*			
507	Ecclesall, Parsonage, Girls - Ch.			
506	Ecclesfield, Feoffees - 1	- - -	89	39 2 10
506	Ecclesfield, High Green B. 10	438 0 0.	259	125 13 4
506	Ecclesfield, Parson Cross N. 8	147 18 9	87	33 16 2
506	Ecclesfield, Rawson's, Infants.			
506	Ecclesfield, Shire Green, (Pismire Hill) N. 1	205 8 0	59	28 3 0
499	Eccleshill - N. 2	196 4 5	107	52 1 0
493A	Eccup - N.	76 0 0		
498	Elland - N. 12	543 19 8	257 94	181 18 8 24 1 8
498	Elland Edge N. 12	- - -		*d*
504B	Elmsall, South W. 6	323 10 0	62	37 1 0
505	Elsecar - N. 7	222 0 0	193 24	90 15 8 7 18 4
489	Embsay - N. 4	183 0 0	88	40 1 10
515	Escrick - N. 3	- - -	105	75 18 5
532	Eston Junction - 9	- - -	75	55 14 4
518	Etton - - N. 2	292 0 0	45	28 7 5
518	Etton, Inft. N.	91 0 0		
516	Fangfoss - N. 1	103 10 0	26	11 13 2
529	Farndale - Ch.			
493B	Farnley - N.	336 0 0		
500	Farnley Iron Works - N. 6	- - -	298 89	171 10 10 30 9 2
497	Farnley Tyas N. 7	- - -	66	41 6 8
499	Farsley, St. John's - N. 4	502 17 0	118	41 8 0
499	Farsley, Wesleyan, Free Ch. 3	- - -	96	39 6 2*d*
525	Filey - - N. 6	- - -	74 30	33 4 0 10 6 8
525	Filey - - W. 5	663 0 0	157	92 16 8
524	Flamborough N. 5	100 0 0	88	33 15 9
503	Flockton - N. 7	300 0 0	81	30 16 3
503	Flockton (Manor House) B. *e*			
526	Foston - - N. 5	25 0 0	44	20 15 4
523	Foxholes - P. 4	- - -	49 12	23 18 10 4 5 0
533	Fremington, Endowed - Ch. 3	- - -	62	21 10 0
516	Friday Thorpe N.	26 0 0		
523	Frodingham, North - N. 4	137 5 0	96	59 18 5
515	Fulford, Mixed 6	35 0 0	88	61 11 8
507	Fulwood - N.	45 0 0		
531	Fylingdales - N. 6	150 0 0	68 13	28 6 10 2 9 2
504A	Garforth - N. 10	- - -	92	43 8 0
504A	Garforth - W. 3	- - -	86	52 5 8
489	Gargrave - N. 3	260 19 8	172	87 0 4
489	Gargrave - R. 9	- - -		*d*
487	Garsdale - N.	54 0 0		
512	Garthorpe - N. *a*			
523	Garton-on-the-Wolds Ch. 4	- - -	92	32 14 4
505	Gawber - Ch. 12	390 0 0		*d*
502	Gawthorpe - N.	171 16 8		
488	Giggleswick N. 2	125 0 0	88	38 18 0
500	Gildersome - N.	*73 0 0		
	" - "	33 0 0		
500	Gildersome - B. 1	- - -	50	8 9 9
529	Gilling - N. 3	208 0 0	89	54 4 1
499	Girlington, St. Philip's N. 2	- - -	103	42 2 6
508	Gleadless - Ch. 12	- - -		*d*
497	Golcar - N. 7	- - -	262 48	151 8 3 17 18 4
492B	Goldsbrough N. 3	- - -	28	16 5 9
502	Gomersall, Little - N. 1	170 0 0	120	63 5 6
512	Goole - - Ch. 4	- - -	37	3 15 0
512	Goole, St. John's - N. 4	371 5 0	193	78 2 8
512	Goole - - W. 11	- - -	125	56 16 10
489	Grassington N. 4	183 11 6	53	17 12 2
509	Greasborough Ch. 7	- - -	163	83 16 2
493A	Greenholme Mills - - B. 3	- - -	69 30	60 16 1 13 8 11
496	‡Greenhow and Bridge House Gate N.			
498	Greetland - W. 9	- - -	165	103 13 2
491	Grewelthorpe N.	*36 0 0		
508	Grimesthorpe N. 10	- - -	50	20 0 6
522	Grimstone - Ch. 11	215 0 0	30	16 4 8
514	Grimstone (Lady Londesborough's) N. *f*			
479	Grindleton - N. 3	*30 0 0	54	23 13 2

a School closed. *b* For two years. *c* Merged into Ecclesall N.S. *d* Due, but not paid.
e School not existing. *f* Removed from inspection.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
531	Grosmont - N. 6	184 10 0	69	31 8 10
			9	3 0 10
532	Guisborough (Providence) Ch. 2	261 0 0	269	39 14 4
493B	Guiseley - N. *a*	*160 0 0		
493B	Guiseley - W. 7	- - -	124	46 2 8
538	Gunnerside - W. 4	- - -	69	35 6 0
			21	8 10 10
494	Hainsworth - B.	*40 0 0		
498	Halifax (Copley Factory) Ch. 11	- - *b*	231	155 7 0
			32	9 15 0
			240	148 19 4
			26	9 0 0
498	Halifax, Great Albion St. B. 9	350 0 0	328	163 15 0
498	Halifax, Haley Hill Shed N. 11	- - -	*c*	*d*3 15 0
498	Halifax (Orange St.) W. 9	816 0 0	244	121 0 2
498	Halifax (Queen's Head or Queensbury) N. 11	700 0 0	501	225 10 8
			38	15 16 8
498	Halifax, St. James', Cross Hills - - N. 10	432 0 0	135	89 15 10
			45	20 12 6
498	Halifax, St. James', Victoria St. - N. 10	*300 0 0	235	95 10 1
			20	5 10 0
498	Halifax, St. Mary's - R. 10	- - -	76	27 14 10
			23	18 5 10
498	Halifax, South-east Parish N. 11	513 0 0	505	225 14 0
498	Halifax, HolyTrinityN. 11	- - -	233	97 15 4
507	Hallam, Upper B.	*30 0 0		
492B	Hampsthwaite N. 10	307 0 0	81	25 3 2
508	Handsworth Woodhouse N. 12	- - -	*c*	*e*9 3 4
508	Handsworth Woodhouse W. 10	- - -	131	41 15 6
			19	6 19 2
502	Hanging Heaton - - N. 4	204 0 0	77	34 13 0
493A	Harewood - N. 10	- - -	119	71 17 8
534	Harlsey, East Ch. 11	- - -	28	27 8 1
529	Harome - Ch. 7	- - -	48	35 8 6
523	Harpham, Lowthorpe, and Ruston Parva - Ch. 4	- - -	40	25 0 6
492B	Harrogate, High - - N. 12	*100 0 0	124	71 17 6
	" " "	202 0 0		
492D	Harrogate, Low, St. Mary's - N.	*50 0 0		
492B	Harrogate - W. 7	- - -	41	14 14 8
436	Harthill, Endowed - Ch. 10	- - -	58	26 18 0
537	Hawes - N.	151 0 0		
529	Hawnby - Ch.			
494	Haworth - N. 4	199 13 4	145	85 7 6
			44	17 3 4
494	Haworth - B. *f*	*125 0 0		
494	Haworth - W. 5	250 0 0	151	84 8 4
514	Hazlewood - R. 11	- - -	35	16 16 0
500	Headingley Glebe, Girls N.	45 0 0		
500	Headingley Town - N. 6	233 0 0	123	48 9 0
503	Heath - P. 2	- - -	58	16 2 6
519	Hedon - N.	*90 0 0		
507	Heeley - N. 7	- - -	100	42 19 0
497	Helme - Ch. 8	- - -	56	32 8 8
			12	4 15 0
529	‡Helmsley - N.			
529	Helmsley, Lord Faversham's - N. 7	- - -	37	30 1 3
529	Helmsley - W. 6	- - -	50	21 4 0
515	Heslington - N. 3	- - -	58	14 11 6
492A	Hessay - N.	45 0 0		
519	Hessle - N. 2	283 0 0	50	22 9 0
531	Hinderwell - N.			
497	Holme BridgeN. 5	384 13 4	114	48 3 0
499	Holme (Lane End) - B.	*60 0 0		
517	‡Holme - - R.			
517	Holme - - W. 3	- - -	49	26 19 6
517	Holme on Spalding Moor N. 1	- - -	85	44 18 6
497	Holmfirth - N.			
497	Holmfirth - W. 4	- - -	149	67 19 8
497	Holmfirth, Hinchcliffe Mill - - W. 4	- - -	87	55 3 2
497	Honley - N. 6	513 0 0	286	152 19 6
			23	6 7 6
502	Hopton, Upper - - Ch. 10	215 5 0	58	28 18 2
503	Horbury - N. 2	- - -	223	93 16 2
			31	11 2 6
503	Horbury Bridge - Ch. 2	- - -	71	26 8 3
522	Hornsea - N. 12	200 0 0	93	50 15 7
493B	Horsforth - N. 6	433 12 6	125	45 8 8
493B	Horsforth Town, Infant.			
499	Horton, Great N. 2	1,294 0 0	272	149 6 2
			86	27 5 0
499	Horton, Great, High Street W. 4	1,250 0 0	273	170 18 4
499	Horton, Little (Bradford) - B. 7	- - -	61	24 17 4
504B	Houghton, Great - Ch. 3	97 17 6	65	45 12 4
526	Hovingham Ch. 5	- - -	61	24 8 6
517	Howden - W. 11	250 12 0	*b*119	68 9 2
			*b*145	84 8 6
505	Hoyland - N. 12	- -		
506	‡Hoyland, High			
506	HoylandswaineN. 8	135 0 0	72	36 6 10
505	Hoyle Mill, Infants and N. 11	193 0 0		*c*
497	Huddersfield B.	*250 0 0		

a School temporarily closed. *b* For two years. *c* Due, but not paid. *d* Paid under Article 90[1] (1).
e Addition to grant for 1867. *f* School extinct.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
497	Huddersfield, Buxton Road W. *a*			
497	Huddersfield, Longroyd Bridge - N. 6	- - -	312 22	150 13 10 2 15 0
497	Huddersfield, Northgate, Infants - N.	*170 0 0		
497	Huddersfield, St. John's, Hillhouse - N. 6	560 4 0	300	140 12 0
497	Huddersfield, St. Patrick's R. 10	- - -	200 96	96 19 7 43 10 0
497	Huddersfield, St. Paul's - N. 6	711 0 0	599	267 17 2
497	Huddersfield, St. Peter's (Seed Hill) N. 6	206 0 0	420 59	198 7 4 11 15 10
497	Huddersfield, Holy Trinity N. 6	82 10 0	211 17	110 11 0 7 10 10
519	Hull, Albion Congregational 11	- - -	192	99 19 10
520	Hull, Canning Street - R. *a*			
520	Hull, Edward Street (Dock Green Head) B. *a*	*305 0 0		
519	Hull (Holderness Ward) B. 11	*200 0 0	304	119 19 4
520	Hull, Nautical 9	- - -	83	55 0 0
520	Hull - - U.			
520	Hull, Port of, Society's Sailor's Orphan.			
520	Hull, Ragged Industrial -	1,277 0 0		
519	Hull, St. Charles' (Pryme St.) Boys and Infants - R. 10	1,085 0 0	260	110 8 10
520	Hull, St. James' - N. 9	908 10 0	271	120 14 8
520	Hull, St. John's - N. 9	529 0 0	358 21	174 6 2 5 2 6
520	Hull, St. Joseph's, Anlaby Road R. 10	- - -	195	109 3 2
519	Hull, St. Mark's - N. 9	1,097 0 0	340 58	151 3 2 22 4 1
520	Hull, St. Mary's, Infants N.	*187 0 0		
519	Hull, St. Mary's, Wilton Street - R. 10	925 4 0	84 76	46 7 2 27 16 8
520	Hull, St. Stephen's, Collier Street, Boys - - N. 9	396 10 0	161	83 13 0
520	Hull, St. Stephen's, Spring Street, Girls - - N. 9	541 0 0	161	91 0 6
520	Hull, St. Stephen's, Infs. N. 9	- - -	177	91 9 1
520	Hull, Salthouse Lane N. 9	470 0 0	387 15	181 1 8 5 2 6
520	Hull, Savings Bank - - B.			
519	Hull, Scott Street - W. 11	- - -	73	23 9 2
519	Hull, Sculcoates, Ch. Ch. - - N. 9	474 0 0	308	162 12 4
519	Hull, Sculcoates, St. Mary's - N. 10	250 0 0	132	53 6 4
519	Hull, Sculcoates, St. Paul's, Boys N. 10	573 0 0	129 34	56 6 6 7 1 8
519	Hull, Sculcoates, St. Paul's, Girls Ch. 10	*100 0 0	166	78 17 2
	" "	16 0 0		
520	Hull (South Myton) - W. 11	759 4 0	437	218 3 6
520	Hull, Holy Trinity (Vicar Lane) - N. 9	940 0 0	271	107 11 10
520	Hull, Trinity Trippett, Industrial Ch. 9	605 0 0	203 32	95 12 6 7 3 4
524	Hunmanby - P. 4	- - -	142	73 7 11
492D	Hunsingore - N. 3	- - -	63	50 8 0
515	Huntington - P.			
536	‡Hunton - Ch.			
527	Husthwaite - N. 5	*40 0 0	59	36 17 0
	" "	53 14 5		
523	Hutton Cranswick - N. 4	108 10 0	130	88 15 10
533	Hutton-in-Rudby - N. *b*	*80 0 0		
532	Hutton, Low Cross - - B. 11	640 0 0	39	19 18 0
526	Hutton's Ambo - N. 5	115 0 0	31	21 3 0
499	Idle - - N. 1	300 0 0	154 32	61 4 4 5 0 0
499	Idle - - W. 1	- - -	160	84 18 4
533	Ingleby Arncliffe - - Ch. 4	- - -	39	27 5 6
488	Ingleton - N. 3	217 16 3	120 11	79 6 0 3 9 2
494	Ingrow - N. 10	311 2 0	*c*	
505	Jump, Mixed Ch. 7	- - -	103	55 10 6
494	Keighley - B. *a*	*81 0 0		
494	Keighley - N. 10	*650 0 0	504	304 3 2
494	Keighley, St. Ann's - - R. 9	225 0 0	*c*	*d*20 0 6
494	Keighley - W. 5	- - -	302	167 1 0
494	Keighley (Wesley Place) - W. 5	316 0 0	179 51	91 2 3 10 10 10
489	Kelbrook - N.	50 0 0		
506	Kexbrough, Infant - 8	- - -	28	6 6 6
515	Kexby - - N. 3	- - -	40	33 17 5
521	Keyingham - N.	*35 0 0		
528	Kilburn - N. 3	12 10 0	36	23 19 10
528	Kilburn - W. 6	- - -	46	*e*
489	Kildwick - N. 4	- - -	60	38 18 10

a School closed. *b* Removed from inspection. *c* Due, but not paid.
d Addition to grant for 1867. *e* Refused under Article 51 *a*

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
523	Kilham - N.	150 0 0		
492B	Killinghall - N.			
509	Kilnhurst - N. 2	*50 0 0	77	22 14 4
509	Kimberworth - N. 9	751 0 0	216	97 6 6
498	Kingcross, St. Paul's - N. 10	596 0 0	297	239 10 2
529	Kirby Moorside - - N. 7	- - -	101	48 0 6
492A	Kirby-on-the-Moor - Ch. 3	177 10 0	50	23 14 4
516	Kirby under Dale - - N. 5	- - -	26	19 10 0
523	Kirkburn - N. 4	305 4 0	39	33 8 5
497	Kirkburton, Boys - N. 5	29 0 0	102	33 1 8
			23	6 17 6
497	Kirkburton, Girls - N. 5	107 10 0	77	51 16 5
			70	36 18 2
497	Kirkburton - W. 9	- - -	17	4 4 2
535	Kirkby Fleetham - - N.			
	Kirkby Malzeard - - N. 5	190 0 0	70	45 16 3
530	Kirkby Misperton - N.	*50 0 0		
	" "	112 0 0		
539	Kirkby Ravensworth - N.	40 0 0		
519	Kirk Ella - N. 2	335 8 0	90	35 5 0
497	Kirkheaton - N. 7	453 0 0	187	106 18 0
535	Kirklington P. 10	- - -	40	24 19 6
504B	Kirksmeaton N. 3	75 0 0	46	17 11 4
500	Kirkstall, Infants - - N. 5	- - -	93	41 12 6
500	Kirkstall, St. Stephen's - N. 5	490 0 0	326	139 4 10
487	Kirkthwaite Ch. 5	- - -	37	16 0 10
492B	Knaresborough - N. 12	*135 0 0	269	145 19 0
	" "	57 10 0	17	6 5 10
492B	Knaresborough, St. Mary's - R.			
528	Knayton - N. 11	- - -	36	17 15 6
504A	Knottingley N. 1	404 0 0		
504A	Knottingley W. 7	- - -	78	34 2 6
533	Langbaurgh, West - - P. 4	116 7 6	150	98 18 10
			12	4 5 0
488	Langcliffe - N. 3	- - -	83	45 9 10
523	Langtoft - N.	53 0 0		
534	Langton-on-Swale, Village.			
509	Laughton-en-le-Morthen, Endowed - N.	78 16 6		
517	Laxton - Ch. 2	- - -	55	37 6 4
493B	Leathley - N. 4	- - -	26	17 15 6
526	Leavening - N. 5	- - -	49	24 11 6
518	Leconfield - Ch. 2	130 0 0	42	22 10 2
501	Leeds, All Saints' - N. 9	490 0 0	172	90 11 8
			12	3 6 8
501	Leeds (Basinghall Street) B. 3	- - -	181	81 16 2
501	Leeds (Carver St.), St. Mary's, Infants - - N. *a*	101 0 0		
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
501	Leeds, Ch. Ch. - - N. 9	370 0 0	250	106 3 4
501	Leeds (Darley St.) - - W. 3	732 0 0	403	205 1 6
			51	18 4 2
501	Leeds (Edgar Street) - B.	510 0 0		
500	Leeds, Holbeck, St. Matthew's N. 11	*250 0 0	159	59 0 11
	" " "	404 6 0		
500	Leeds, Holbeck - - W. 3	892 0 0	247	142 4 2
			53	21 9 2
500	Leeds, Hunslet - N. 6	662 16 9	200	135 3 6
500	Leeds, Hunslet, St. Joseph's R. 10	- - -	122	67 14 0
			40	15 10 0
500	Leeds, Hunslet, St. Jude's, Pottery Fields - N. 6	950 0 0	222	115 13 0
			22	8 10 0
500	Leeds, Little Holbeck (Marshall's Factory) - - N. 6	- - -	967	581 15 10
			46	15 1 8
501	Leeds (Little London), St. Matthew's N. 5	*75 0 0		
	" " "	666 15 8	304	140 1 0
501	Leeds, Mill Street - B.			
500	Leeds (Pottery Fields) - W. 1	916 0 0	224	101 14 0
501	Leeds, Quarry Hill, St. Mary's - N. 5	*120 0 0	292	129 6 4
	" " "	228 14 0	20	5 13 4
501	Leeds, Richmond Hill - W. 1	- - -	200	83 10 2
501	Leeds, St. Andrew's - N. 9	611 0 0	346	156 4 4
501	Leeds, St. Andrew's (North Hall) N. 9	1,030 0 0	329	144 19 2
501	Leeds, St. Anne's - R. 10	- - -	411	203 0 10
			103	37 7 6
501	Leeds, St. George's - N. 5	1,251 12 0	538	250 2 0
			29	6 10 10
501	Leeds, St. James' - N. 5	500 0 0	196	78 5 7
501	Leeds, St. John the Baptist - N. 5	561 6 8	222	101 18 6
501	Leeds, St. Luke's - - Ch. 5	650 0 0	259	126 15 0
			20	7 15 0
501	Leeds, St. Luke's (Sheepscar) - - N. 5	50 0 0		
501	Leeds, St. Marie's - R. 10	402 0 0	379	118 11 7
			147	42 14 5
501	Leeds, St. Patrick's - R. 10	- - -	261	136 6 8
			61	30 10 10
501	Leeds, St. Paul's - N. 9	434 5 0	185	74 14 4
501	Leeds, St. Peter's - N. 5	2,750 0 0	587	297 3 8
			59	28 5 10

a Now forms part of Quarry Hill, St. Mary's.
b Removed from inspection. Superseded by St. Luke's Ch. S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
501	Leeds, St. Peter's Sq. - N. 10	- - -	147	64 8 2
501	Leeds, St. Philip's - N. 4	518 6 8	197	129 1 2
501	Leeds, St. Saviour's - N. 6	*408 0 0	270	131 11 6
501	Leeds, St. Thomas' (Leyland's) - N. 6	505 0 0	133	62 6 9
501	Leeds (School Street) - W. *a*			
501	Leeds, Woodhouse, St. Mark's - N. 5	560 4 0	382	200 17 4
535	Leeming - N. 3	81 0 0	63	34 12 10
494	Lees - - W. 5	480 0 0	117	67 5 4
497	Lepton - N. 6	433 0 0	144	82 1 6
			79	30 15 10
518	Leven (Girls) Ch. 2	- - -	40	25 9 10
518	Leven - - B. 11	- - -	58	31 6 0
			24	6 16 8
536	Leyburn Thornborough Charity - 3	- - -	53	27 13 4
499	Lidgett Green B. 4	*100 0 0	217	132 2 6
	" " "	12 16 7		
499	Lidgett Green, " Sunday - *b*	*101 0 0		
497	Lindley - N. 5	480 15 0	271	143 7 10
			52	20 13 4
497	Lingards - N. 5	84 19 6	88	64 12 6
			16	7 4 1
497	Linthwaite - N. 5	- - -	107	56 0 10
			30	10 16 8
527	‡Linton-on-Ouse. - N.			
502	Liversedge, High Town N. 2	142 0 0	122	61 19 6
518	Lockington - N. 2	81 0 0	38	*c*
497	Lockwood - N. 7	*60 0 0	183	97 17 11
	" - "	679 16 4		
503	Lofthouse, Ch. Ch., near Wakefield - N. 1	200 0 0	127	61 12 8
503	‡Lofthouse - W.			
503	Lofthouse, Infant - B. 11	- - -	56	24 8 6
532	Lofthouse (Zetland) - 11	- - -	*d* 120	42 1 10
			84	38 8 0
516	Londesborough Ch. 1	- - -	38	23 16 4
497	Longwood, Infants - N. 7	150 0 0	80	9 6 5
489	Lothersdale N.	40 0 0		
506	Lound - - N. 10	276 0 0	164	64 2 8
499	Low Moor - W. 6	- - -	204	95 2 2
498	Luddenden - N. 10	- - -	119	63 13 6
518	Lund - - N. 11	- - -	44	16 18 0
531	Lythe - - N. 6	- - -	84	48 4 4
509	Maltby - N. 2	29 0 0	63	38 11 0
			8	1 0 0
526	Malton, New N. 1	400 0 0	160	55 0 3
526	Malton, New, Boys - - B. 3	- - -	107	41 17 10
526	Malton, New, Infants - B.	*150 0 0		
526	Malton, Old N. 1	- - -	91	35 7 3
540	Manfield - Ch.	275 0 0		
499	Manningham (St. Paul's) - N. 1	1,046 0 0	310	146 13 4
			53	14 12 6
514	Manston Colliery and District - Ch. 6	169 10 0	86	34 1 2
505	Mapplewell - B. 10	- - -	91	45 3 10
516	Market Weighton - - N. 1	184 0 0	111	58 4 6
			188	89 8 0
497	Marsden - N. 8	805 0 0	15	5 19 2
532	Marske - N. *e*			
532	Marske, Zetland 11	- - -	161	71 1 4
514	Marston, Long - - N. 1	- - -	68	37 9 4
492A	Marston-cum-Grafton - Ch.	227 2 2		
533	Marton-in-Cleveland, Capt. Cook's Memorial - 5	- - -	73	43 6 8
509	Masborough, Infants - N. 9	- - -	279	113 15 6
535	Masham (Charity) - N. 10	128 7 2	75	24 17 7
500	Meanwood - N. 9	- - -	148	*f*
500	‡Meanwood - W. *g*			
538	Melbecks - N. 3	341 0 0	55	20 12 2
			5	1 15 10
539	Melsonby - W. 4	280 0 0	77	47 19 6
497	Meltham - N. 8	*52 0 0	224	85 18 1
	" - "	110 0 0	31	11 5 10
497	Meltham - B. 7	- - -	119	55 11 8
			32	14 10 0
497	Meltham Mills - N. 8	315 0 0	177	113 18 2
			49	16 7 6
493A	Menston, St. John the Divine - N.			
504A	Methley, Boys N.			
504A	Methley, Girls N. 4	316 4 0	88	45 8 2
510	Mexborough N. 4	125 0 0	142	76 15 6
536	Middleham, Boys - Ch. 12			*h*
541A	Middlesborough-on-Tees - B. 11	*150 0 0		*h*
	" " "	498 13 4		
541A	Middlesborough-on-Tees, Girls and Infants B. 11	- - -	183	75 16 8
541A	Middlesborough, St. John the Evangelist's N. 9	1,270 2 6	490	211 14 0
541A	Middlesborough, St. John's, Barracks.			
541A	Middlesborough St. John's, Lower East St. - - N. *b*			
541A	Middlesborough, St. Paul's - N. 9	256 10 0	117	28 16 9
532	Middlesborough-on-Tees, South Bank - - N. 9	- - -	78	42 8 11

a Removed from inspection. A private school. *b* School closed. *c* No grant claimed. *d* For two years.
e Removed from inspection. *f* Refused under Article 52*d*. *g* School not existing. *h* Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
541A	Middlesborough - W. 11	- - -	188	88 11 10
500	Middleton (Leeds) - Ch. 12	- - -	62 10	25 10 7 3 1 8
539	Middleton Tyas - Ch. 3	- - -	70	35 14 5
504A	Milford, South P. 4	- - -	54	27 13 4
502	Millbridge - N. 2	344 5 0	261	121 12 2
516	Millington - N.	179 8 0		
497	Milnsbridge N. 6	*100 0 0	148	73 14 11
	" "	692 0 0	18	8 11 8
492A	Minskip - Ch.	100 0 0		
502	Mirfield - P.			
502	Mirfield - W. 4	- - -	194	91 17 0
504A	Monk Fryston - N. 4	486 0 0	98	43 16 6
499	Moor Bottom N. 10	150 5 0	*a*	
502	Morley - N. 1	- - -	103 19	63 2 3 5 7 6
502	Morley, Town End - N. 1	*75 0 0	61 17	34 13 1 5 2 6
502	Morley - W. 9	- - -	366	186 18 0
494	Morton, East N. 7	131 18 5	90 13	44 15 10 2 14 2
494	Morton, Riddlesden - N. 4	120 0 0	64 19	37 19 4 5 7 6
498	Mount Pellon, Ch. Ch. - N. 11	1,005 0 0	*a*	
525	Muston - Ch.	199 0 0		
498	Mytholmroyd, (Halifax), St. John's - N. 7	- - -	68	60 19 5
523	Nafferton - N. 4	243 4 5	56	19 11 1
523	Nafferton - W. 5	232 11 6	64	26 4 10
508	Neepsend - N. 7	745 4 0	303	134 2 8
523	Neswick, Girls N. *b*			
492A	Nether Poppleton - N. 3	60 0 0	52	29 4 6
518	Newbald - Ch. 1	- - -	76	34 4 7
517	Newby Hall (in Skelton) Ch. 5	- - -	46	15 17 7
519	Newland in Cottingham N. 11	221 10 0	72	27 8 1
497	New Mill - N. 5	*95 0 0	111	107 13 9
	" "	92 6 6	20	10 2 6
517	Newport - Ch. 2	- - -	76	30 19 0
497	Newsome - N.	*68 0 0		
479	Newton-in-Bowland - N.	81 6 8		
527	Newton-on-Ouse - N. 4	- - -	100 18	62 14 2 6 16 8
532	Normanby (in Cleveland) N.	80 0 0		
503	Normanton N. 11	- - -	*a*	
534	Northallerton N. 1	379 13 4	185	68 6 1
510	Norton - N.	52 0 0		
516	Nunburnholme N.	86 0 0		
529	Nunnington Ch. 4	- - -	34	15 0 0
499	Oakenshaw Ch. 9	- - -	83	34 14 0
494	Oakworth - N. 4	200 0 0	112	54 1 10
494	Oakworth, Infant - W. 6	- - -	65	32 16 4
494	Oakworth, Sykes' Head W. 6	257 0 0	84	63 0 0
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
532	Ormesby, North, Pennyman's - - 9	- - -	177	104 7 2
534	Osmotherley N. 3	140 0 0	71	32 15 2
502	Ossett, Infants.			
502	Ossett, South N. 4	613 0 0	229	125 1 6
529	Oswaldkirk Ch. *c*			
493A	Otley - N. 10	300 0 0	102	41 12 0
528	Otterington, South - Ch. 4	- - -	34	25 10 0
521	Ottringham Ch. 11	- - -	40	23 19 0
521	Ottringham W. 12	- - -	*d* 40 47	20 16 6 32 11 0
506	Oughtibridge N. 6	886 12 6	59	31 18 8
503	Culton, St. John's - N. 10	- - -	164	59 3 10
492A	Ouseburn, Great - Ch. 3	- - -	50	33 0 10
492A	Ouseburn, Great, Infant - 3	- - -	34	18 17 5
503	Outwood, St. Mary Magdalene's - N. 2	- - -	99	27 13 11
503	Overton - B.	70 0 0		
506	Owlerton - N. 6	88 16 8	81	36 2 0
498	Owram, North B.	200 0 0		
498	Owram, South N. 11	*125 0 0	*a*	
521	Owthorne - N. 11	84 0 0	*d* 57 35	26 11 4 16 16 4
494	Oxenhope - N. 4	208 0 0	40 12	15 17 4 3 18 4
490	Pateley Bridge, Glass House W. 3	- - -	64	43 9 4
521	Patrington - N. 11	665 0 0	150 *d* 162 12	84 17 0 97 7 0 4 8 4
506	Penistone - N.			
506	Penistone, St. John the Baptist - Ch. 5	- - -	38 33	6 2 3 2 1 3
530	Pickering, Girls - N. 6	363 0 0	151	62 11 10
530	Pickering - W. 5	560 0 0	104	54 4 8
528	Pickhill - N. 4	185 0 0	54	32 18 6
508	Pittsmoor - N. 7	*140 0 0		
	"	281 5 0	389	189 6 8
516	Pocklington N. 1	631 0 0	152	72 2 6
516	Pocklington W. 3	171 2 6	68	41 2 4
512	Pollington - N. 4	- - -	58	25 13 6
504A	Pontefract - N. 6	44 2 0	212 15	72 1 9 3 17 2
504A	Pontefract, All Saints', Infants - N. 6	117 0 0	72	33 14 6
504A	Pontefract, St. Joseph's R. 9	- - -	*d* 76 63	32 4 5 24 19 6
504B	Pontefract, The Grange, St. Mary's R. *b*			
504A	Pontefract - W. 6	*250 0 0 108 0 0	262	139 5 8
499	Pudsey, Far Town - N. 10	200 0 0	59	28 16 4

a Due, but not paid. *b* School closed. *c* School temporarily closed. *d* For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
499	Pudsey, Low Town - N. 10	260 0 0	89	26 14 2
498	Raggals - N. 10	- - -	91	47 1 10
497	Rashcliffe - Ch. 7	- - -	122	65 2 0
527	Raskelfe - P. 4	- - -	71	39 19 0
498	Rastrick and Brighouse - B. 9	*150 0 0	289	144 6 0
498	Rastrick, Infant - 5	- - -	97	29 8 11
488	Rathmell, Endowed - N. 2	- - -	21	*a*
512	Rawcliffe - W. *b*			
493A	Rawdon, Boys N. 7	- - -	44	11 10 0
493A	Rawdon, Girls N. 7	- - -	56	28 15 1
509	Rawmarsh, Endowed Free Grammar - 6	250 0 0	91	*c*
509	Rawmarsh, Infants - N.	*54 0 0		
509	Rawmarsh, United Methodist F.C. 10	- - -	149	50 8 8
532	Redcar, Earl of Zetland's B. 11	523 0 0	118	61 6 6
532	Redcar, Infant, Earl of Zetland's - 11	- - -	82	35 16 6
508	Redhill - W. 10	- - -	362	157 11 0
538	Reeth, Low Row - - W. 4	- - -	102 28	53 7 8 11 6 8
538	Reeth, The Friends - - 4	- - -	91	*a*
538	Reeth - - W. *b*			
502	Rehoboth, Congregational - B. 10	- - -	107 31	64 2 10 12 4 2
539	Richmond - N. 1	*50 0 0	212	70 6 2
	" "	269 15 0	—	*d*15 0 0
539	Richmond, Corporation - 1	- - -	71	25 1 0
539	Richmond, Infants.			
539	Richmond - R.			
539	Richmond - W. 4	- - -	61	27 3 10
526	Rillington - N. 1	87 0 0	65	25 7 6
492B	Ripley, Infts. N. 11	- - -	32	13 12 6
491	Ripon, Boys N. 5	288 7 6	131	79 0 10
491	Ripon, Girls N. 5	- - -	152	100 16 2
491	Ripon, Holy Trinity (Female Practising) N. 5	*147 0 0		
	" "	97 0 0	167	89 9 10
491	Ripon, St. Wilfred's - R. 11	- - -	91 *e*78	52 7 0 44 19 10
491	Ripon - - W. 3	- - -	94	48 8 8
498	Ripponden - N. 11	206 0 0	161	93 7 2
522	Rise - - N. *f*			
502	Robert Town N.	280 0 0		
531	Robin Hood's Bay, Girls - N. 6	- - -	61	44 15 0
490	Rocking - N.			
492A	Roecliffe - N. 3	- - -	37	26 10 4
521	Roos - - N. 11	- - -	78	40 3 2
509	Rotherham - N. 9	719 8 4	464	226 3 6
509	Rotherham and Masbro' B. 10	*349 0 0	191	100 4 10
509	Rotherham - W. 10	877 0 0	229	130 19 4
500	Rothwell - N. 10	488 15 0	261	124 18 4
496	Roughtown N. 5	- - -	68 30	29 4 3 9 1 8
534	Rounton, West N.			
505	Roystone - N. 2	150 0 0	61	19 11 11
524	Rudston - N. 4	300 0 0	60	24 18 8
489	Rylstone District - - N.	75 0 0		
496	Saddleworth P. 7	- - -	68 9	38 9 2 4 17 6
499	Saltaire Factory 1	- - -	268	182 16 0
489	Salterforth - N. *b*	54 0 0		
498	Salterhebble, All Saints' N. 11	444 0 0	117 14	64 17 2 4 0 0
516	Sancton - R. 11	- - -	29	13 15 8
503	Sandal Magna, Girls - - - 2	- - -	80	31 10 6
525	Scalby - - N. 6	180 6 6	63	33 0 0
497	Scammonden N. 7	74 19 0	43 13	25 5 0 3 2 6
526	Scampston - N.			
525	Scarborough N. 6	*85 0 0	405	195 1 0
	" "	1,418 0 0	21	9 5 10
525	Scarborough W. 5	753 0 0	221	93 13 10
499	Scholes - N. 10	140 17 6	130	55 10 9
497	Scissett (or High Hoyland) - - N. 8	416 0 0	82	46 3 10
535	Scruton - N. 3	220 0 0	28	12 16 10
500	Seacroft - N. 4	258 0 0	130	63 13 10
487	Sedbergh - N.	130 0 0		
487	Sedbergh - B. 5	260 10 0	90	49 11 8
513	Selby, Abbey Church - N. 4	1,009 10 9	308 32	135 4 8 10 8 4
513	Selby Grey Coat. *g*			
513	Selby - - W. 3	- - -	159	87 17 2
528	Sessay Village - 3	- - -	57	34 9 9
488	Settle - - N. 2	- - -	152	81 3 4
526	Settrington - N. 4	- - -	82	34 0 10
500	Shadwell - N. 11	56 0 0	36	13 6 8
503	Sharlston, Mixed - - 2	- - -	61	18 11 3
491	Sharow - N. 5	264 11 6	76	46 7 6
508	Sheffield - B.	*250 0 0		
507	Sheffield, Brunswick W. 10	- - -	278	136 0 2
508	Sheffield, Central (Carver Street) - N. 7	- - -	360	154 1 8
508	Sheffield, Ebenezer - - W. 10	- - -	212	112 9 0
508	Sheffield, Ellesmere Road - W. 10	- - -	481	212 14 6
508	Sheffield, Lancasterian - 10	- - -	308	128 10 4
508	Sheffield, Moorfields - - N. 6	- - -	62 36	24 16 6 9 0 0
508	Sheffield Park, St. John's - N. 7	346 6 8	306 78	133 11 2 27 6 8
508	Sheffield Park W. 10	538 0 0	249	114 18 0

a Refused under Article 52 *d*. *b* School closed. *c* Not claimed. *d* Retiring pension.
e For two years. *f* Removed from inspection. *g* Merged into Selby Abbey School.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
508	Sheffield, Ragged and Industrial - 10	- - -	173	60 14 2
508	Sheffield, St. George's - N. 6	1,393 0 0	481	214 16 8
507	Sheffield, St. Jude's (Eldon Street) N. 6	623 5 0	229	84 18 2
508	Sheffield, St. Luke's, Dyer's Hill - - N.	700 0 0		
508	Sheffield, St. Marie's (Surrey Street) R. 9	*350 0 0		
	" "	172 10 0		
508	Sheffield, St. Mary's (Sheaf Gardens) - R.	974 10 0	363	179 14 4
507	Sheffield, St. Mary's - N. 7	499 7 2	434	202 12 4
507	Sheffield, St. Mary's, Infants (Leadmill Road) - N. 7	459 0 0	127	61 14 4
508	Sheffield, St. Paul's - N. 6	230 0 0	243	112 10 6
508	Sheffield, St. Peter's (ParishChurch) N. 6	600 0 0	386	187 0 0
			72	28 0 0
508	Sheffield, St. Philip's - N.	260 0 0		
508	Sheffield, St. Stephen's (Nether-thorpe) - N. 6	930 0 0	287	139 8 8
508	Sheffield, St. Vincent de Paul's - R. 9	842 15 0	496	247 12 8
			145	43 19 2
508	Sheffield, St. William's - R. 9	- - -	150	81 18 8
508	Sheffield, Surrey Street, United Methodist - F.C. 10	- - -	72	40 11 6
			110	36 15 0
498	Shelf - - Ch. 2	318 12 6	185	94 19 0
			30	8 15 0
498	Shelf - - B.	*80 0 0		
497	Shepley, St. Paul's - N. 7	166 1 0	108	50 11 10
			31	10 5 10
514	Sherburn, Endowed - N.			
526	Sheriff Hutton N.	- - -	78	35 18 2
526	Sheriff Hutton W. 2	20 10 0	44	15 18 7
498	Shibden - Ch.			
499	Shipley - B. *a*	*60 0 0		
499	Shipley, St. Paul's - N. 2	765 0 0	250	132 7 6
			43	13 7 6
492A	Shipton - Ch. 4	- - -	81	29 2 4
			21	7 7 8
492C	Sicklinghall - 12	- - -	26	14 12 6
522	SigglesthorneN. 2	14 0 0	55	31 10 3
506	Silkstone - Ch. 8	- - -	112	56 14 8
506	Silkstone, Girls and Infants N. 8	237 0 0	80	31 3 7
489	Silsden - N. 4	*50 0 0	114	52 12 10
			19	6 14 2
489	Silsden - W. 6	337 0 0	102	50 8 10
539	Skeeby in Easby - N. 3	- - -	17	5 5 10
497	Skelmapthorpe W. 4	- - -	85	22 3 7
			57	31 0 6
532	Skelton (Redcar) - - N. 5	- - -	51	10 17 6
515	Skelton, York N. 3	- - -	117	52 12 6
532	Skelton - W. 11	- - -	49	25 14 6
524	Skipsea and Ulrome - N. 4	75 0 0	69	27 5 5
524	‡Skipsea - W.		41	26 16 4
489	Skipton - N. 4	- - -	131	73 0 4
489	Skipton - B. 6	415 0 0	134	82 1 6
489	Skipton, Ch. Ch. - - N. 4	88 15 0	68	24 1 4
489	Skipton, St. Stephen's - R. 9	- - -	115	55 0 7
489	Skipton - W. 6	- - -	110	70 18 0
522	Skirlaugh - N. 2	254 11 1	50	32 16 6
497	Slaithwaite, Lower - N. 5	348 0 0	197	142 12 5
497	Slaithwaite, Old, Free - 5	197 0 0	59	19 14 2
497	Slaithwaite, Upper - N.	200 12 0		
497	Slaithwaite, West - N.	360 0 0		
523	Sledmere - N.			
531	Sleights, Eskdaleside, and Ugglebarnby N.	*55 0 0		
	" "	37 0 0		
526	Slingsby - Ch. 5	- - -	66	39 3 2
526	Slingsby, Girls Ch. 5	- - -	8	3 5 0
525	Snainton - N. 6	- - -	47	22 4 4
512	Snaith - W. 11	334 0 0	57	11 14 0
498	Sowerby Bridge N. 7	*245 0 0	111	66 8 8
		40 0 0	228	122 8 0
	" "		16	9 1 8
498	Sowerby Bridge W. 9	- - -	226	168 16 8
			21	7 7 6
498	Sowerby (Chapelry) District N. 7	718 0 0	172	104 16 10
			219	189 16 4
528	Sowerby, near Thirsk N.	10 0 0	66	21 13 4
498	Sowerby, St. George's - N. 7	291 6 8	226	180 9 3
498	Sowerby, St. Mary's - N. 7	- - -	141	140 15 7
528	Sowerby, St. Oswald's - N. 1	- - -	38	16 6 8
498	Sowerby, Triangle - N. 7	409 0 0	100	33 0 0
517	‡Spaldington Village - Ch. *b*			
536	Spennithorne Ch. 12	- - -	54	33 13 6
			48	34 4 6
492C	Spofforth - N. 3	174 15 0	71	51 5 7

a School closed. *b* School not existing. *c* For two years.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
505	Stainborough, Hood Green N.			
531	Staithes - N. *a*	100 0 0		
494	Stanbury-in-Haworth - N. *b*	87 0 0		
503	Stanley, St. Peter's - N. 2	257 0 0	95	38 17 9
500	Stanningley, St. Thomas' N.	266 0 0		
506	Stannington N. 10	52 10 0	80	44 15 10
506	Stannington, Hollow Meadow	212 0 0		
543	Startforth - Ch. 3	4 12 6	58	24 12 7
492A	Staveley - N. 3	70 10 0	36	5 1 6
515	Stillingfleet N. 3	- - -	45	34 9 8
527	Stillington - N. 4	- - -	75	37 9 2
527	Stillington - W. 2	- - -	54	29 0 10
515	Strensall N.			
490	Summer Bridge W. 3	- - -	55	31 16 3
521	Sunk Island P. 11	130 0 0	*c* 30	10 15 6
			27	10 18 2
519	Sutton - B. *d*			
519	Sutton (Hull) W. 12	- - -	*c* 61	15 13 3
			65	30 18 0
516	Sutton-on-Derwent - N. 4	40 0 0	42	17 12 5
494	Sutton-in-Kildwick - N. 4	418 0 0	170	110 13 10
519	Sutton, St. James' (Hull) Ch. 11	325 0 0	*c* 87	47 7 2
			82	55 10 10
522	Swine - Ch. 2	147 15 0		
512	Swinefleet - N.	90 0 0		
512	Swinefleet - W. *d*			
509	Swinton - N. 4	466 10 8	179	80 19 8
514	Tadcaster (Boys) N. 1	- - -	68	23 3 7
514	Tadcaster - R. 11	- - -	44	25 2 10
491	Tanfield, West N. 5	- - -	41	31 13 0
506	Tankersley - N. 2	- - -	96	36 16 8
500	TempleNewsam - - N. 4	125 0 0	119	53 9 10
528	Thirkleby - Ch. 4	- - -	43	28 19 0
528	Thirsk - - B. 3	*125 0 0	112	73 1 9
	" "	130 0 0		
528	Thirsk, St. Mary Magdelene's - N. 1	225 15 0	66	32 8 1
515	Thorganby and West Cottingwith Ch. 3	- - -	42	21 1 11
			6	1 13 1
541A	Thornaby - N. 10	319 19 0	246	117 7 10
			52	13 18 4
514	Thorner - N. 3	- - -	47	10 17 0
514	Thorner - W. 2	- - -	55	34 4 10
503	Thornes, Mr. Gaskell's - *b*			
503	Thornes Lane N. 11	228 0 0	192	109 3 2
			36	10 0 0
502	Thornhill Lees N. 4	615 0 0		*e*
499	Thornton - N.	35 0 0		
530	Thornton-Dale N. 6	- - -	59	37 9 2
488	Thornton-in-Lonsdale - N. 3	- - -	29	15 10 4
528	Thornton-le-Moor - - Ch. 4	90 0 0	29	15 6 6
509	Thorpe Hesley N. 10	*147 0 0	89	34 1 0
509	Thorpe Hesley W. 10	- - -	99	54 8 8
436	‡Thorpe Salvin N.			
506	Thurgoland N. 5	160 0 0	88	43 9 10
524	Thwing - N. 4	- - -	39	20 19 7
			6	2 0 0
506	Thurlstone - Ch. 5	- - -	135	67 6 1
			73	21 11 1
497	Thurstonland, Endowed - P. 7	108 8 0	66	32 14 4
			13	4 7 9
510	Tickhill - N. 3	122 0 0	56	3 5 4
510	Tickhill, Infants - - Ch. 3	- - -	115	52 12 8
518	Tickton - N. 2	64 0 0	44	22 19 8
493B	Timble, Great B. *b*	*22 0 0		
509	Tinsley Park, Colliery - 10	- - -	107	53 13 10
492A	Tollerton - W. 2	400 8 0	124	64 16 4
528	Topcliffe - N. 12	- - -	69	34 19 0
539	Tunstall - Ch. 3	- - -	35	15 12 6
514	Ulleskelf - Ch. 1	- - -	44	19 12 8
532	Upleatham, Zetland - B. 11	- - -	41	23 6 8
506	Wadsley - N. 6	*152 0 0		
	" "	120 0 0	131	60 9 6
510	Wadworth - N. 1	83 13 4	58	36 8 0
503	Wakefield, All Saints', Boys - - N. 11	9 14 8	46	29 8 3
503	Wakefield, All Saints', Girls - - N. 11	- - -	197	103 16 8
503	Wakefield, Green Coat N. 11	- - -	120	*f*
503	Wakefield, Lancasterian 6	89 13 4	233	138 8 10
503	Wakefield, St. Andrew's N.	415 0 0		
503	Wakefield, St. Austin's - R. 10	750 0 0		*e*
503	Wakefield, St. Mary's - N. 11	375 0 0	166	105 16 5
503	Wakefield, Holy Trinity - N. 11	290 0 0	187	147 14 8
503	Wakefield - W. 6	500 0 0	269	115 14 6
503	Wakefield, West Riding Reformatory.			
507	Walkley, St. Mary's - N. 7	- - -	87	33 10 6
514	Walton - N. 4	- - -	47	45 11 4
			42	5 5 0
503	Walton (Wakefield) - - N. 2	- - -	100	52 13 6
			79	30 7 6
523	Wansford, Great - N.			
503	Warmfield - B.	*50 0 0		
510	Warmsworth N. 1	- - -	53	29 16 6
516	Warter - Ch. 1	- - -	41	18 3 4

a School temporarily closed. *b* School closed. *c* For two years.
d School not existing. *e* Due, but not paid. *f* Refused under Article 52 *d*.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
529	Wass - 6	- - -	55	32 11 2
509	Wath-upon-Dearne, Infants - - N. 5	279 0 0	86	44 12 0
523	Weaverthorpe N. 4	- - -	53	23 14 8
493A	Weeton - N.			
526	Welburn - N. 5	- - -	60	34 6 3
534	Welbury - Ch. *a*			
526	‡Welham Bridge - Ch. *b*			
497	Wellhouse (Golcar) - N. 7	- - -	74	43 7 0
519	Welton - N. 2	- - -	112	74 18 4
			9	3 17 6
509	Wentworth - N. 12			*c*
509	Wentworth (Barrow) Ch. 12	- - -	95	34 11 4
509	Wentworth, Park Gate - N. 10	- - -	152	70 17 2
503	WestgateCommon - - N. 11	158 15 0	201	87 4 8
			47	11 17 6
488	Westhouse - N.	15 12 0		
508	Weston (Sheffield) - N. 7	- - -	69	31 10 8
526	Westow - N. 5	- - -	78	40 0 9
492C	Wetherby, St. James' - N. 3	- - -	62	32 6 11
492C	Wetherby - W. 3	- - -	90	55 8 0
523	Wetwang - Ch. 4	- - -	109	32 15 0
527	Whenby - Ch. 4	- - -	26	2 13 1
509	Whiston - N. 12	*75 0 0		*c*
531	Whitby - N. 6	290 0 0	156	78 10 4
531	Whitby - B. 5	171 8 6	158	63 9 4
531	Whitby - W. 5	- - -	135	55 14 2
502	Whitby, Lower N. 10	- - -	72	38 1 2
526	Whitwell - Ch. 5	- - -	43	26 15 6
504A	Whitwood	- - -	175	83 12 10
			*d*32	11 5 0
	Colliery - 11		59	17 7 6
504A	Whitwood Mere - - N. 3	103 10 0	53	24 11 2
			12	3 5 0
492A	Whixley - Ch. *a*			
533	Whorlton - P. 3	347 0 0	88	47 17 2
508	Wicker, Holy Trinity - N. 7	952 3 4	480	229 11 2
509	Wickersley - N. 12	360 0 0		*c*
515	Wigginton - N.	*40 0 0		
488	Wigglesworth, Clark's Endowed.			
492C	Wighill - N. 3	- - -	27	16 17 1
499	Wilsden, Infants - - N. *b*	*60 0 0		
499	Wilsden - W. 5	332 18 0	127	66 8 0
			60	18 18 1
497	Wilshaw - Ch. 8	- - -	19	6 7 6
506	Wincobank - 10	- - -	107	39 13 5
499	Windhill - Ch. 2	478 0 0	198	97 5 5
			64	25 17 1
499	Windhill - W. 4	646 0 0	154	82 5 4
522	Withernwick N.	55 0 0		
536	‡Witton, East Ch.			
536	Witton, West N.			
524	Wold Newton - - Ch. 4	- - -	34	23 7 6
	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
505	Wombwell - N. 7	177 0 6	144	33 2 5
504A	Womersley - N. 2	209 0 0	52	30 16 9
			10	4 8 4
497	Woodhouse, Ch.Ch. (Huddersfield) - N.	*150 0 0		
518	Woodmansey and Thearne N. 2	276 15 0		*e*
493B	Woodside	220 0 0	102	44 12 8
	(Horsforth) N. 6		69	22 10 10
505	Woolley, Girls and Infants Ch. 4	- - -	34	17 5 2
506	Worrall - N.	101 0 0		
505	Worsborough Dale - - N. 7	257 13 6	170	96 7 1
			37	12 14 2
505	‡Worsborough, Grammar. *a*			
500	Wortley, New (near Leeds) N. 5	521 19 9	281	113 17 10
			48	18 1 8
500	Wortley, New, Zion - - B. 1	*400 0 0	423	254 7 6
	"	150 0 0	185	60 14 2
500	Wortley, Old " (near Leeds) N. *a*	*55 0 0		
506	Wortley (near Sheffield) - N. 11	- - -	83	40 10 8
504B	Wragby - N. *a*			
503	Wrenthorpe N.	100 0 0		
517	Wressle - P.	144 0 0		
499	Wyke (Brighouse) - N. 5	- - -	125	70 2 11
525	Wykeham - N. 6	- - -	44	32 9 0
516	‡Yapham - N.			
541A	Yarm, Poor - R. 11			
493B	Yeadon - N. 9	272 0 0	48	16 19 2
493B	Yeadon, High Street - B. 7	- - -	75	13 10 6
493B	Yeadon, Upper N. 9	- - -	64	19 0 8
526	Yedingham - N.	*12 0 0		
515	York, Aldwark N. 6	- - -	148	19 17 5
515	York, Bishopgate - - N. 6	11 6 8	210	51 0 1
515	York, Bishophill - - B. 2	- - -	93	49 8 0
515	York, Hope Street - B. 2	- - -	530	284 12 2
515	York, Industrial Ragged.			
515	York and Ripon, Male Practising - 5	100 0 0	87	38 12 0
515	York, Manor N. 6	42 0 0	167	60 8 5
			14	4 15 0
515	York and Ripon, Model - - 5	- - -	100	45 14 8
515	York and Ripon, Female Practising. *f*			

a Removed from inspection. *b* School closed. *c* Due, but not paid.
d Evening school grant for two years. *e* Not examined in 1868.
f Ripon Trinity N.S. Female Practising now supplies the place of this school.

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	YORKSHIRE—*cont.*	£ s. d.		£ s. d.
515	York, Micklegate, Trinity, Boys - - N. 6	*125 0 0		
	" - - "	102 6 0	104	91 15 1
515	York, Micklegate, Trinity, Girls, District N. 6	176 10 0	138	126 0 10
515	York (Priory Place) - W. 2	1,691 0 0	422	236 7 8
515	York, St. Cuthbert's N. 6	- - -	134	102 8 3
515	York, St. George's - R. 11	- - -	305	128 4 0
515	York, St. George's - W. 2	1,546 9 6	301	185 17 0
515	York, St. Peter Lane N. 6	- - -	42	26 9 11
515	York, St. Sampson - Ch. 6	- - -	40	8 19 11
515	York, St. Thomas' - N. 6	493 0 0	182	57 2 5
515	York, Walmgate, St. Margaret's - N. 6	358 10 0	365	115 14 9
	Yorkshire Reformatory R.			

WALES.

	ANGLESEA.	£ s. d.	£ s. d.	
623	Aberffraw - P. 4	285 2 0	75	33 4 2
623	Amlwch - N. 5	- - -	127	52 17 0
	" - - "		19	5 7 6
623	Amlwch - B. 4	1,146 0 0	222	79 0 5
621	Beaumaris - P. 4	- - -	155	91 1 4
623	Bodedern - N. 5	157 5 0	64	27 10 0
621	Bodlondeb Pentraeth - N. 5	148 17 6	57	25 19 4
623	Bryngwron - N. 5	- - -	51	21 8 2
623	Cemaes - B. 4	209 11 4	80	30 15 11
620	Dwyran - B. 4	- - -	59	31 10 8
621	Gaerwen - N.	171 0 0		
621	Gaerwen - B.			
623	Gwalchmai - N. 5	*30 0 0	38	20 7 2
	" - - "	90 0 0		
623	Gwalchmai - B. 4	240 0 0	63	28 12 6
623	Heneglwys - B.	18 0 0		
623	Holyhead - B.	*a*37 0 0		
623	Holyhead - B. 4	744 19 0	351	177 3 4
623	Holyhead, Penrhos-y-Falew - N. *b*	70 6 3		
623	Holyhead Town - - N. 5	1,058 12 0	260	124 17 6
			8	1 5 0
623	Llanallgo - N.	75 0 0		
623	Llanbadrig - Ch. *c*			
621	Llandegfan - N. 11	- - -	68	39 3 0
621	Llanddona - B.	234 2 6		
623	Llandeusant and Llanbabo - N. 5	164 0 0	37	5 16 3
623	Llandrygarn and Bodwrog - Ch.			
621	Llandysilio - N. 11	149 0 0	102	46 6 10
621	Llanedwin, Duchess of Kent's - N. 11	- - -	79	30 10 6
623	Llanerchymedd N. *c*			
623	Llanerchymedd B. 4	857 0 0	125	28 11 9
623	‡Llanfachreth B.			
623	Llanfihangel-yn-Nhowyn N.	136 8 0		
623	*Llangefni* - N. 5	279 10 0	87	49 15 7
			12	6 18 1

	ANGLESEA—*cont.*	£ s. d.	£ s. d.	
623	Llangefni - B. 4	262 4 0	85	47 8 10
620	Llangeinwen N. 5	- - -	37	17 9 8
620	Llangeinwen B.	180 0 0		
621	Llangristiolus N. 5	56 0 0	50	17 8 9
623	Llanrhyddlad B. 4	210 0 0	44	16 3 10
623	Llanrhyddlad N.	208 0 0		
623	Llanvaelog - N. 5	121 0 0	44	13 15 0
623	Marian Glas B. 4	165 0 0	63	24 3 6
621	Menai Bridge B. 4	286 5 0	110	40 10 7
620	Newborough B. 12	244 12 6	77	28 8 2
621	Penmon and Llangoed - N. 5	133 0 0	77	39 0 6
623	Penrhos Lligwy Ch. 5	- - -	51	3 8 2
623	Pensarn - N.	*40 0 0		
621	Pentraeth - B. 4	214 12 6	77	35 15 8
623	Rhosybol - B. 4	232 0 0	85	41 13 10
			25	6 18 8
621	Trevdraeth and Llangadwaladr N. 5	505 0 0	72	34 19 2
	BRECONSHIRE.			
584	Abercrave - N.	144 10 0		
584	Abercrave - B. 8	- - -	121	65 11 2
599	Abergwessin B. 11	99 10 0		*d*
601	Beaufort - B. 11	- - -	*e*235	113 16 9
			*e*220	102 5 7
601	Beaufort, Dr. Bevan's - B. *f*			
600	Brecon - N. 10	224 2 6	230	105 13 0
			—	*g*20 0 0
600	Brecon - U.			
600	Brecon, St. David's - N. *h*	*73 0 0		
601	Brynmaur - B. 11	83 6 8	283	132 13 5
			*e*233	103 17 0
				d
600	Castle Madoc B. 11	84 0 0	48	20 10 4
600	Cathedine - N. 10	- - -	20	6 13 4
582	Cefn Coed (Boys and Girls) - B. 5	- - -	205	90 19 4

a This grant has been repaid.
b School pulled down and proceeds of materials given towards erecting Holyhead New Town Sch. *c* School closed.
d Due, but not paid. *e* For two years. Merged into Beaufort B.S. *g* Retiring pension. *h* School pulled down.

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	BRECON—*cont.*	£ s. d.		£ s. d.
601	Clydach - B. 11	- - -	a105	82 3 1
			a103	56 10 4
601	Crickhowel - N. 6	- - -	107	35 1 4
			11	3 14 2
601	Crickhowel B. 11	226 17 6	76	39 7 6
587	†Cwmtwich - N. *b*			
587	†Cwmtwich, Charity - *b*			
600	Devynnock (Sir J. Davey's) Endowed - 10	100 6 8	101	24 4 0
602	Glasbury, Parochial - Ch. 7	- - -	58	30 18 6
599	Gwenddwr - Ch. 5	- - -	57	16 1 4
602	Hay - - N. 7	65 13 0	105	34 10 2
600	Llandefaelog-fach - - N. 10	141 0 0	*c*	
601	Llanelly - N. 6	*50 0 0	49	7 0 3
	" - "	92 3 6		
600	Llanfihangel-nant Bran N.	91 10 0		
600	Llanfrynach Ch. 10	86 18 0	65	35 9 0
599	Llangamarch N. *d*			
600	Llangasty-tal-y-lynn - N. *d*			
601	Llangenny - N.	74 0 0		
600	Llangorse - N. 10	- - -	39	17 18 6
601	Llangynidr - Ch. 6	- - -	98	35 14 7
			21	6 17 6
602	Llanigon - N.	*30 0 0		
600	Llanspythid N.	74 5 0		
587	Llanwrtyd - P. 11	185 0 0	*c*	
602	Llyswen - N. 7	134 0 0	39	13 0 11
600	Llywell - Ch. 10	226 5 0	58	27 18 6
600	Nantddu - N. 11	- - -	10	4 1 0
602	Talgarth - Ch. 7	- - -	60	17 0 8
602	Talgarth - B. 11	170 0 0	a74	40 0 2
			a91	45 6 0
			94	59 18 8
600	Talybont - N. 10	189 7 6	16	4 5 0
600	Trallong - N. 10	183 12 0	31	9 19 1
			86	49 8 2
600	Trecastle - B. 11	- - -	15	5 18 5
			a99	59 6 4
			27	10 5 2
601	Trevil - - B. 10	- - -	30	26 16 0
582	Vaynor Gamp-ontysticcall - N.	74 5 0		
584	Yniscedwyn (Iron Works) -	375 0 0		
584	Ystradgynlais N. 10	220 2 6	165	88 5 10
584	Ystradgynlais B. 7	- - -	107	50 15 8
			17	6 5 10
	CAERMARTHEN.			
589	Abergwili - N. 2	*80 0 0		
	" "	171 12 6	102	34 14 3
588	Amman Iron Works - B. 11	- - -	a98	49 12 0
			a95	53 14 4
588	Bettws - N.	83 0 0		
	†Blaen-y-coed B.			
586	Bryn - - B. 1	104 12 6	80	37 15 6
588	Brynlloi (Bettws) B. 11	- - -	a89	49 1 8
			a86	32 9 10

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	CAERMARTHEN—*cont.*	£ s. d.		£ s. d.
589	Caermarthen, St. David's Practising - N. 2	1,029 0 0	283	161 17 3
589	Caermarthen, Lancasterian 2	626 0 0	433	186 11 4
			61	18 16 6
587	Capel Cynfal N. 2	123 0 0	39	15 3 0
594	Capel Evan - B. 11	- - -	a85	43 10 0
			a81	40 18 6
587	Cil-y-cwm - Ch. 2	196 17 6	59	15 17 8
588	Cross Inn - B. 11	- - -	a79	38 6 4
			a82	40 5 2
588	Cwmamman N. 1	- - -	52	14 6 10
589	Cwmbach - B. 2	- - -	88	33 16 0
			30	3 15 0
588	Cwmdu - N.			
587	Cwmdur - Ch. *e*	174 2 6		
590	Cwmfelinboeth N. *e*			
588	Cwm Ivor - B. 11	- - -	a50	29 14 2
			a52	23 19 0
586	Dafen Iron Works - N. 5	- - -	170	81 15 0
			36	14 15 0
587	Danyrallt - Ch. 5	- - -	55	9 7 5
586	Felinfoel - B. 11	27 5 0	128	69 3 4
			16	5 1 8
586	Felinfoel, Trinity N. 11	- - -	94	47 17 4
589	Ferryside, St. Thomas' - P. 6	404 0 0	51	28 2 6
595	Ffaldybrenin B. 11	- - -	68	37 0 10
589	Gorslas - N. 2	- - -	56	22 3 11
586	Gwendraeth, B. 11	- - -	77	43 11 7
			a89	46 0 6
587	Gwynfe - B. 11	- - -	a39	23 9 0
			a67	35 8 8
594	Kenarth - N.	*32 0 0		
586	Kidwelly - N. *e*			
586	Kidwelly - B. 2	297 0 0	98	57 9 2
589	Laugharne - N. 2	- - -	108	34 9 3
			15	3 5 10
589	Llanarthney N. 2	- - -	39	20 16 1
590	Llanboidy - N. 4	- - -	130	100 6 8
589	Llandarog - N. 2	198 13 4	72	22 3 0
			9	2 4 2
589	Llandefeilog N. 6	225 19 6	60	44 11 9
589	Llandefeilog Idole - - B.	11 10 7		
588	Llandilio, Capel Isaac - B. 11	- - -	a52	34 12 0
			a56	32 8 6
588	Llandilo-faur N. 1	- - -	140	37 5 6
588	Llandilio, Tabernacle B. 2	- - -	86	48 18 5
587	Llandovery - N. 2	300 0 0	129	41 17 2
587	Llandovery - B. 2	370 10 0	112	55 16 8
588	Llandybie - N. 1	130 0 0	99	39 5 9
588	Llanegwad - N. 1	- - -	61	15 9 7
586	Llanelly (Boys and Girls) - B. 2	445 0 0	436	222 5 2
			75	23 5 10
586	Llanelly (Copper Works) B. 2	- - -	409	210 1 2
586	Llanelly, Infants (Prospect Place) B. 2	212 0 0	144	67 8 6
586	Llanelly, Five Roads - - B. 11	108 0 0	44	30 3 5
			a51	25 18 0

a For two years. *b* School not existing. *c* School temporarily closed. *d* Removed from inspection. *e* Due, but not paid.

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	CAERMARTHEN—*cont.*	£ s. d.		£ s. d.
586	Llanelly - N. 11	*200 0 0	184	62 18 11
586	Llanelly, New Dock - B. 2	162 0 0	117	64 10 0
588	Llanfihangel Aberbythic N. 1	- - -	77	23 15 4
589	Llanfihangel Uwch Gwili N. 2	50 0 0	38	24 18 4
587	Llangadock, Bethlehem - B. 2	- - -	58	25 5 11
587	Llangadock - B. 2	73 10 0	77	44 16 6
588	‡Llangathen - N. *a*			
594	Llangeler - N. 6	100 0 0	99	51 9 11
589	Llangendeirne P. 6	- - -	81	35 10 2
586	Llangennech Ch. 5	134 10 0	96	45 15 4
589	Llanllwch - N. *c*	6 2 0		
586	Llannon - N. 5	33 0 0	42	21 10 0
589	Llanpumpsaint B. 11	165 0 0	*b* 53 52	26 1 10 24 1 4
587	Llansadwrn - B. 11	- - -	*b* 75 75	43 7 6 32 17 4
589	Llanstephan N. 2	- - -	92	28 4 8
586	Llwynhendy B. 2	- - -	103	61 0 10
590	Marros - N. 4	- - -	30	7 12 1
587	Mothfai - N. 2	- - -	78	27 9 0
589	Mydrim - N. *c*	15 0 0		
594	Newcastle Emlyn - N. 6	188 10 0	81 29	26 16 3 10 12 6
594	Penboyr - N. 11	- - -	*d*	
586	Pembrey (Copper Works) - B. 2	- - -	320	137 9 2
587	Rhandirmwyn N. 2	209 19 0	38	6 16 0
587	Rhandirmwyn B. *c*			
588	Trap (Llandilofaur) - N. 1	- - -	42	2 1 4
586	Tycroes - N. 11	- - -	66	33 11 8
589	Whitemill - B. 11	- - -	65 *b* 79 54	41 6 2 39 8 6 30 19 8
590	Whitland - B. 11	- - -	*b* 59	13 16 0
	CAERNARVON.			
619	Aberdaron - Ch. 7	- - -	42	23 16 5
619	Aberceirch - N.	*40 0 0		
621	Bangor (Garth Road) - B. 3	721 18 0	277	145 10 0
621	Bangor - N. 6	- - -	352	150 7 2
621	Bangor, Infants - - N.	*72 0 0		
621	‡Bangor - R.			
621	Bangor, St. Paul's - W. 3	1,559 0 0	261	130 18 4
618	Beddgelert - N. 7	360 0 0	27	12 3 0
618	Beddgelert - B. 6	247 10 0	80	42 2 6
620	Bethel - B. 5	- - -	89	49 10 10
621	Bethesda - B. 4	- - -	205 72	107 15 0 21 2 10
620	Bettws Garmon - - N. *e*	30 0 0		
619	Bodfean - N.	50 0 0		
621	Bodfeirig - N. 6	- - -	94 16	42 17 6 6 18 4
620	Bontnewydd N. 7	147 0 0	76	19 9 11
	CAERNARVON—*cont.*	£ s. d.		£ s. d.
619	Bottwnog - N.	72 0 0		
620	Bronyfoel - N. 7	472 10 0	61	18 15 5
619	Bryncroes and Rhyw - N.	*45 0 0		
	" - "	29 7 8		
620	Caernarvon - B. 3	1,680 0 0	213	83 15 10
620	Caernarvon, Model - Ch. 6	*100 0 0	399	199 1 2
	" - "	1,005 16 10	—	*f* 25 0 0
620	Clynnog - N.	163 0 0		*d*
622	Colwyn - N. 11	100 0 0		
622	Colwyn - B. 5	- - -	35	12 11 11
622	Conway - N. 11	*108 0 0		
	" - "	75 8 1	*d*	*g* 7 10 0
619	Criccieth - Ch. 7	- - -	89	37 3 0
620	Deiniolen - B. 6	741 0 0	204 50	86 15 9 12 16 8
620	Dinorwig (Llanddeiniolen) - N. 6	633 0 0	101 30	48 2 10 10 16 8
620	Dinorwic - B. 6	- - -	99 26	43 2 8 7 11 8
620	Dolbadarn - B. 6	- - -	138 32	54 10 2 8 10 0
622	Dwygyfylchi (Boys) - N. 11	190 0 0		*d*
619	Edeyrn - N. 7	90 0 0	90	39 4 0
622	Eglwys Rhos N. 11			*d*
621	Glan Ogwen N. 6	282 10 0	218 41	96 13 2 14 2 6
622	Llanbedr and Caerhun - N. *h*	*47 0 0		
621	Llandegai - N. 7	- - -	195	84 13 0
622	Llandudno - N. 11	295 0 0		*d*
620	Llandwrog - N. 7	199 15 0	87	49 14 10
619	Llanengan - N.	157 0 0		
619	Llanengan - B. *i*	235 12 0		
620	Llanfair-is-Gaer - N. 6	187 0 0	130	54 18 0
621	Llanfair Vechan - N. 11	180 0 0		*d*
622	Llangelynin Gyffin - N.	80 0 0		
619	Llangwnadle N.	149 10 0		
619	Llaniestyn - N. 7	82 0 0		
621	Llanllechid - N. 6	147 13 4	136 15 119	61 8 6 5 7 6 54 5 8
621	Llanllechid - B. 4	- - -	36	12 15 0
620	Llanllyfni - B. 5	288 17 6	102	32 16 2
619	Llannor - N. 7	44 0 0	50	18 2 8
620	Llanrug - N. 7	- - -	126	59 0 6
620	Llanrug - B. 3	322 2 6	88 21	45 16 2 7 2 6
619	Llanystymdwy N. 7	151 10 0	100	48 7 10
620	Nant Peris - B. 6	229 10 0	63 24	28 18 8 7 10 0
619	Nevyn - N.	*62 0 0		
	" - "	25 0 0		
619	Nevyn - B. 6	670 4 0	85	41 3 6
620	Pantglas - N. 7	355 0 0	61	29 2 0
622	Pendyffrin - B. 5	- - -	36	24 13 2
614	Penmachno N. 6	282 0 0	101	45 10 4

a Removed from inspection.
b For two years.
c School closed.
d Due, but not paid.
e School not existing.
f Retiring pension.
g Paid under Article 90[1] (1).
h School temporarily closed.
i Not examined in 1868.

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	CAERNARVON—*cont.*	£ s. d.		£ s. d.
622	Penmaenmaur, Infants - N. 11			*a*
621	Pentir - - Ch. 7	- - -	91	24 9 2
618	Portmadoc - N. 7	624 0 0	275	120 13 2
619	Pwllheli - N. 7	276 0 0	142	46 16 8
619	Pwllheli, Trod-yr-Allt Free 6	707 0 0	202	108 15 5
622	Roe Wen - B. *b*	200 0 0		
620	Talysarn - B. 5	- - -	108	41 7 1
			14	1 15 0
618	Tre and Port Madoc - B. 6	*60 0 0	86	34 19 0
	" " - "	53 10 0		
614	Trefriw - B. 6	- - -	80	42 6 10
620	Twthill - N. 7	206 0 0	77	18 9 0
619	Tydweilog - N.			
621	Tyntur - N. 6	- - -	207	92 9 4
			19	5 10 10
621	Vaynol - N. 6	373 10 0	82	34 16 10
620	Waenfawr - N.	*93 0 0		
620	Waenfawr - B. 5	- - -	102	63 8 10
	CARDIGANSHIRE.			
596	Aberaron - N. 7	266 0 0	131	47 7 4
594	Aberbank - N. 6	157 0 0	57	23 7 4
593	Aberporth - N. 6	87 0 0	52	19 14 9
597	Aberystwith N. 7	- - -	244	101 9 6
597	Aberystwith B. 7	- - -	141	22 1 6
597	Bangor Chapel N.	139 15 0		
593	Blaenannerch B. 7	- - -	60	41 5 2
597	Borth - - N. 7	100 0 0	59	22 12 9
597	Borth - - B. 7	- - -	116	49 18 8
597	Bryn Herbert B. 7	- - -	42	16 19 10
593	Cardigan - B. 7	- - -	152	70 13 0
593	Cardigan, St. Mary's- N. 6	334 10 0	166	65 7 11
597	Devil's Bridge B. 7	- - -	43	22 18 2
597	Elerch - - Ch. 7	- - -	48	12 11 8
594	Glynarthen - B. 7	- - -	64	13 14 11
597	Goginan - B. 7	- - -	124	47 12 11
			58	16 10 0
596	Henfynyw - N.	*13 0 0		
594	Horeb - - B. 7	- - -	57	30 5 0
595	Lampeter - N. 6	203 4 0	91	30 0 7
596	Llanarth and Llanina - N. 7	306 0 0	93	27 14 6
597	Llanbadarn Fawr - N. 7	- - -	88	38 4 10
597	Llancynfelin Ch. 7	174 4 0	89	48 0 6
596	Llanddewi Aberarth - N.	*40 0 0		
593	Llandygwydd N. 6	- - -	76	24 17 9
594	Llandyssil - N. 6	137 10 0	63	17 4 9
594	Llandyssil - B. 7	78 0 0	48	25 17 6
593	Llangeitho - N.	82 0 0		
593	Llangoedmore Ch. 6	144 0 0	53	16 4 8
594	Llangranog - N.	67 10 0		
597	Llangwyryfon N. 7	- - -	28	13 0 4

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	CARDIGAN—*cont.*	£ s. d.		£ s. d.
596	Llanllwchairn N.	*40 0 0		
596	Llanuon - B. 7	- - -	73	42 13 4
597	‡Llanrhystydd B.			
595	Llanwenog - N.			
597	Llanychairn, Chancery - Ch. *c*			
593	Llechryd - B. 7	- - -	93	66 9 6
			12	4 0 0
596	Llwyndafydd B. 7	153 0 0	68	25 4 5
597	Llwyn-y-Groes B. 7	- - -	85	40 5 10
			34	10 16 8
594	Newgate - B. 7	- - -	67	27 0 5
596	New Quay - B. 7	- - -	158	70 18 8
594	Penbryn - Ch. *c*	106 0 0		
597	Penllwyn - B. 7	- - -	96	70 9 10
			39	13 4 11
594	Penmorfa - B. 7	- - -	81	47 11 4
597	Penrhyncoch Ch. 7	- - -	86	35 0 4
597	Pen-y-parke N. 7	236 19 7	206	92 14 8
597	Ponterwyd - B. 7	- - -	47	21 17 8
594	Pontgarreg - B. 7	- - -	54	21 19 6
598	Pontrhyd-fendigaid - B. 7	- - -	74	19 10 0
597	Talybont - B. 7	207 7 0	187	102 6 2
598	Tregaron - B. 7	- - -	77	36 7 2
597	Trisant - B. 7	- - -	51	27 12 0
593	Verwick - B. 7	- - -	36	19 11 4
	DENBIGH.			
611	Adwy and Coedpoeth B.	389 12 6		
613	Abergele - N.	*70 0 0		
611	Berse Drelin-court - N.			
611	Bersham - N.	76 10 0		
613	Bettws - in - Rhos - Ch.	257 0 0		
614	Blaenan Llan-gerniew - B. 3	243 13 6	101	63 4 10
			19	7 5 10
611	Brymbo and Broughton B. 3	1,072 0 0	287	88 18 6
611	Brymbo Charity - - N. 3	373 0 0	222	107 9 2
			13	1 12 6
611	Burton (Gresford) N. 3	65 0 0	31	9 10 5
614	Capel Garmon - - N.			
613	Cefn Meriadog N. 4	- - -	35	10 10 5
361	Chirk - - N. 3	111 0 0	61	27 0 6
361	Chirk - - B. 10	- - -	77	33 12 8
613	Denbigh - N. 4	402 18 4	264	126 5 4
613	Denbigh - B. 3	436 0 0	161	69 19 1
614	Eglwysfach - N. 11	*75 0 0	66	28 10 0
613	George St. (St. Asaph) - N. 2			*a*
611	Gresford - N. 3	*100 0 0	94	41 12 2
611	Gwersyllt - N. 3	728 2 1	198	100 4 0
			18	5 8 4
612	Gyffylliog - N.	180 0 0		
613	Henllan - N. 4	- - -	91	44 19 8
611	Lavister, Infant - - Ch. 3	- - -	59	26 15 6

a Due, but not paid. *b* School temporarily closed. *c* School closed.

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	DENBIGH—*cont.*	£ s. d.		£ s. d.
615	Llanarmon Dyffryn Ceiriog - N.	20 0 0		
615	Llanarmon-in-Yale - N. 4	- - -	76	34 12 8
613	Llanddulas - N. 11			*a*
622	Llandrillo-yn-Rhos - N. 11			*a*
612	Llandyrnog N. 4	*50 0 0	41	17 6 10
	" " - "	132 0 0		
622	Llanelian - N. 8	- - -	39	12 0 7
612	Llanelidan - N. 4	78 10 0	57	*b*
612	Llanfair-dyffryn Clwyd - N. 8	- - -	122	48 5 3
613	Llanfair Talhaiarn - N. 4	*50 0 0	71	25 5 0
	" " - "	35 0 0		
612	Llanferres - N. 4	95 0 0	69	25 17 5
609	Llangedwin- N. 11	- - -	75	34 17 0
614	Llangerniew Ch. 4	- - -	82	41 3 2
615	Llangollen - N. 3	121 0 0	48	21 9 0
615	Llangollen, Infant.			
615	Llangollen - B. 10	305 9 0	215	92 0 0
613	Llanefydd - N. 7	- - -	34	15 19 7
613	Llanefydd - B.			
612	Llanrhaiddr-yng-nghin-meirch - N. 4	- - -	61	31 18 6
609	Llanrhaidr-yn-Mochnant N. 11	352 0 0	67	15 5 0
612	Llanrhydd, Infant - *c*			
614	Llanrwst - B. 3	227 14 0	130	53 16 0
			19	5 4 2
614	Llanrwst - N. 4	313 0 0	116	43 17 8
622	Llansaintfraid Glan Conway, N. 11	*50 0 0		*a*
	" " "	468 0 0		
615	Llansaintfraid Glyn Ceiriog N. 10	*64 0 0	40	7 17 2
	" " "	83 0 0		
613	Llansannan - N. 4	260 0 0	58	30 15 2
615	Llantysilio - P. 3	258 0 0	66	26 1 6
612	Llanychan - Ch. 4	195 2 6	87	48 15 4
611	Minera - N. 3	373 0 0	177	80 19 2
			50	26 8 2
612	Nantglyn - N. 4	227 0 0	26	15 5 0
361	Pentre - - N. 3	- - -	49	25 0 8
612	Prion - - B. 3	- - -	48	31 10 9
611	Rhos-Llaner-chrugog - N. 3	345 0 0	177	88 1 8
611	Rhos-Llaner-chrugog - B. 3	380 0 0	256	125 19 6
611	Rhos-y-medre N. 3	- - -	97	47 6 10
611	Rossett - N. 3	- - -	71	41 14 0
611	Ruabon - N. 3	539 12 9	235	109 16 0
			7	1 17 6
611	Ruabon Pen-y-cae - - N. 3	211 5 0	131	69 3 6
612	Ruthin - N. 4	418 3 0	114	62 13 6
			27	3 7 6
612	Ruthin - B. 3	692 2 9	275	111 17 0
613	Trefnant - N. 4	233 0 0	59	41 10 6
615	Trevor - N. 3	223 15 0	150	58 6 4
613	Trofarth - N.			
615	Vron - - B. 10	226 17 6	87	41 4 4
			30	7 11 8
611	Wrexham Boys N. 3	*125 0 0	95	38 17 0
	" " - "	174 12 6	21	5 19 2
611	Wrexham, Brook St. - B. 3	- - -	290	161 11 8
611	Wrexham, Chester St. B.	150 0 0		
611	Wrexham, Girls N. 3	- - -	89	37 6 6
			21	6 2 6
611	Wrexham - R. 4	- - -	63	26 11 5
614	Ysgytty - N. 4	216 0 0	83	38 15 6
	FLINTSHIRE.			
613	Asaph, St., Boys - - N. 1	415 0 0	60	36 18 10
613	Asaph, St., Girls - N. 1	- - -	61	31 10 8
613	Asaph, St., Infant - N. 1	- - -	33	12 9 0
613	Asaph, St. - R.			
610	Bagillt - N. 2	180 0 0	125	75 2 2
610	Bistre-in-Mold - - N. 2	136 10 0	118	56 9 10
613	Bod Elwy-ddan - - N. 2	- - -	37	39 14 8
613	Bodvari - N. 3	360 0 0	56	27 14 0
459	Broughton - N. 12	- - -	68	58 19 0
610	Brynford - N. 2	198 8 6	58	28 1 9
459	Buckley, Lane End - N.			
459	Buckley, St. Matthew's N. 12	633 4 0	131	64 12 7
610	Carmel - B. 3	- - -	79	35 16 8
610	Cilcen - - N. 2	65 0 0	70	33 10 0
613	Cwm - - P. 10	- - -	*a*	
613	Dyserth - N. 2	- - -	84	46 4 10
610	Flint - - N. 12	1,106 4 0	250	98 9 5
			61	15 9 5
610	Flint - - R. 4	- - -	84	39 2 4
610	Gorsedd - N. 2	82 17 6	29	6 10 2
610	Gwernaffield N. 1	*100 0 0	91	40 19 10
	" - "	474 10 0	22	6 3 4
610	Halkyn - Ch. 2	- - -	156	79 15 10
459	Hawarden Ch. 12	- - -	166	66 4 7
459	Hawarden, St. John's - N. 12	*125 0 0	83	64 13 2
610	Holywell - B. 2	396 5 0	247	86 5 10
610	Holywell - N. 2	83 0 0	147	48 12 1
610	Holywell - U.			
610	Holywell, St. Winifred's - R. 4	- - -	82	39 5 0
610	Leeswood District, or Pont Bleiddyn - Ch. 2	405 0 0	154	59 13 8
610	Lixwm - B. 3	241 6 8	61	25 4 10
610	Llanasa - P. 2	390 0 0	84	42 14 0
			8	2 3 4
459	Mancot - B. 9	- - -	59	15 3 7
613	Meliden - N. 1	255 0 0	56	24 9 4

a Due, but not paid.
b Refused, not fulfilling conditions of Sup. Rule 8.
c School closed.
d Incorporated with Wrexham, Brook Street, B.S.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	FLINTSHIRE—*cont.*	£ s. d.		£ s. d.
610	Mold - - B. 3	285 0 0	88	32 9 10
			4	1 13 4
610	Mold - - N. 2	480 5 0	246	111 5 2
610	Mostyn - N.	250 0 0		
610	Newmarket - P. 1	- - -	71	*a*
610	Northop - N. 12	- - -	66	19 5 0
362	Overton - N. 3	- - -	83	36 16 4
610	Pantasaph - R.			
610	Pont-Bleiddyn - - N. 5	*75 0 0		
613	Prestatyn - N. 2	- - -	81	44 9 10
	Redbrook Village.			
610	Rhosesmor - N. 12	305 0 0	48	22 3 1
613	Rhuddlan, Boys - - N. 1	18 0 0	87	46 4 10
			42	14 16 8
613	Rhuddlan, Girls - - P. 1	- - -	62	26 14 10
			10	4 10 0
613	Rhyl - - N. 2	552 0 0	168	72 5 8
			10	2 10 0
613	Rhyl - - B.	262 13 9		
613	Rhyl - - R.			
610	Talacre - R. 4	670 0 0	138	70 11 6
611	Threapwood N. 2	- - -	64	28 14 8
613	Tremeirchion N. 2	- - -	39	18 0 8
			11	3 4 2
611	Trenddyn - N. 2	94 15 0	105	43 18 2
610	Wepre, St. Mark's (Northop) - - N. 2	*100 0 0		
	" - "	144 2 6	158	86 16 8
610	Whitford - N. 2	- - -	70	33 3 4
611	Worthenbury N. 3	75 7 6	38	27 6 1
610	Ysceifiog - N. 2	120 15 0	62	25 11 0
	GLAMORGAN.			
582	Aberaman - B. 4	- - -	296	153 4 4
			51	27 10 10
584	Aberavon - N. 3	172 10 0	234	103 3 6
584	Aberavon - R. *c*			
582	Abercanaid, Infant N. 1	100 0 0	125	17 9 11
			10	3 0 0
			710	416 3 0
582	Aberdare - B. 4	865 0 0	42	12 0 5
582	Aberdare, Town - - N. 2	285 15 0	268	122 17 0
582	Aberdare - W. 4	- - -	80	38 4 10
582	Abernant - B. 4	- - -	123	51 8 0
584	Bagland, Infants - N.			
583	Bettws - N.	71 0 0		
584	Birch Grove B. 8	- - -	58	34 5 0
585B	Bishopston and Pennard N.	216 0 0		
585B	Black Pill - N. 12	- - -	*d* 22	12 12 0
			32	15 18 0
582	Bodryngallt B. 4	- - -	117	69 18 8
583	Bride, St., Major - N. 2	*30 0 0		
	" - "	157 12 6	82	38 5 6
583	Bridgend - N. 2	582 0 0	137	51 13 2
583	Bridgend, St. Mary House R. 6	115 0 0	69	35 2 1
583	Bridgend - W. 7	- - -	109	51 3 10

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	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
584	Briton Ferry N. 3	434 0 0	241	90 10 4
			55	14 17 6
583	Bryncethin - N.	233 0 0		
584	Bryncoch - N. 3	258 0 0	66	32 16 4
585A	Brynhyfryd - B. 6	- - -	150	52 3 1
			38	8 3 4
584	Cadoxton-juxta-Neath - N. 2	410 0 0	102	55 14 4
581	Cadoxton, Merthyr Dovan N.	56 0 0		
581	Caerphilly - N.	216 5 0		
581	Caerphilly - B. 5	- - -	95	9 15 8
			186	72 7 2
581	Canton - N. 2	270 0 0	20	3 6 8
581	Canton (Cardiff) - - B. 7	- - -	75	31 0 7
581	Cardiff, Bute Docks - B. 7	- - -	245	101 13 10
581	Cardiff, Bute Town - N. 11	- - -	294	41 0 10
581	Cardiff, Ragged and Industrial.			
581	Cardiff - R. 6	720 0 0	842	420 19 11
			27	9 5 10
581	Cardiff, St. John the Baptist, Poor School - 3	- - -	257	77 6 10
581	Cardiff, St. John's, Infts. N. 3	- - -	107	33 4 8
581	Cardiff, St. Mary's - N. 3	716 0 0	357	139 14 8
581	Cardiff - W. 7	- - -	150	72 17 4
581	Cathays - N. 10	- - -	98	15 5 8
582	Clydach - Ch.	243 2 6		
585A	Clydach - B. 7	- - -	97	55 13 2
			14	4 3 4
583	Cowbridge and Llanbethian - N. 4	*45 0 0		
	" - "	12 15 0	66	24 19 11
583	Coychurch - N.	*20 0 0		
	" - "	27 10 0		
		228 0 0		
584	Crynant - N.			
584	Cwm - - B. 7	- - -	73	17 16 9
			138	80 8 4
582	Cwmamman B. 4	126 0 0	82	11 13 4
584	Cwm Avon Oakwood - 11	- - -	194	83 16 8
584	Cwm Avon Works - N. 1	- - -	254	96 6 6
582	Cwmbach - N. 3	200 0 0	243	99 2 4
			51	15 12 6
582	Cwmbach (Aberdare) B. 4	- - -	277	35 0 4
			41	6 11 3
585A	Cwmburla - B. 6	- - -	120	60 5 6
			30	9 5 0
582	Cwmdare - B. 4	- - -	118	65 18 6
584	Cwmllynfell B. 7	- - -	126	69 17 10
582	Cyfarthfa - N. 2	46 0 0	157	82 13 0
582	Cyfarthfa, Girls - - 5	- - -	219	69 10 7
582	‡Cyfarthfa, George Town. N.			
581	Cymmer - N. 3	440 10 0	185	69 18 10
			18	7 5 0

a Refused under Article 52 *d*.
b School pulled down, and proceeds of materials applied towards erecting a new school at Leeswood.
c Removed from inspection.
d For two years.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
581	Dinas Colliery - - B. 4	158 2 6	153	95 13 0
			33	11 10 10
582	Dowlais - 5	- - -	1,211	674 6 6
			117	44 14 2
582	Dowlais, St. Mary's - R. 6	324 11 2	262	128 6 0
582	Duffryn - 10	1,252 0 0	739	394 4 2
			47	15 14 2
582	Duwraven Colliery - B 4	- - -	54	23 14 5
			14	4 3 4
582	Fagan's, St. (Aberdare) N. 3	713 0 0	231	95 16 4
581	Fagan's, St., Castle - N. 4	- - -	83	42 8 6
582	Ferndale Colliery - - B. 4	- - -	87	49 13 0
582	Gellifaelog - B. 5	- - -	580	288 4 3
582	Gelligaer-cwmys - gwyddgwyn - - N. 5	83 15 0	54	24 9 10
582	Gellygaer, Endowed - 3	- - -	113	*a*
582	Gellygaer Fochriiw - N. 4	87 10 0	52	23 11 2
582	Gelligaer, Newtown Infant and N. 4	- - -	68	35 16 9
582	Gelligaer Pantywaun - N. 5	- - -	34	18 1 0
582	Gellygaer Pontlottyn, Infants - 4	169 15 0	159	67 0 7
584	Giant'sGrave B.	96 0 0		
585A	Glais - - N. 1	- - -	108	47 14 0
	Glamorganshire Reformatory.			
581	Glyntaff, Mixed N. 3	290 5 0	87	32 17 2
			26	7 15 0
581	GrangeTown N. 4	233 2 6	180	68 14 8
			16	4 3 4
581	Groes Wen - B. 4	- - -	58	35 4 8
			16	4 15 0
584	Gwaen-cae-Gurwen - B. 8	- - -	79	18 7 7
585A	HafodCopper Works - B. 6	- - -	588	324 18 10
			17	6 7 6
582	Hirwain - B. 4	- - -	207	97 12 10
584	KilveyCopper Works - B. 6	- - -	356	209 12 4
			77	31 2 6
581	Llandaff - N. 3	327 10 0	172	87 13 8
581	Llandaff Maendic - Ch. 3	314 0 0	106	44 4 6
585A	Llandeilo Talybont - - N. 1	207 7 6	81	35 17 4
582	Llanfabon - N. 3	288 0 0	110	46 2 2
585A	Llangyfelach N.	48 0 0		
585A	Llangyfelach B. 7	- - -	67	9 10 5
583	Llangynwyd N. 11	- - -	18	6 12 9
581	Llanishen and Lisvane - N. 11	- - -	55	20 1 3
584	Llansamlet - B. 8	- - -	177	89 0 0
581	Llantrisant - N. 2	373 0 0	198	81 11 8
			23	7 19 2
581	Llantwit, Major - N.			
582	Llanwonno - N. 3	340 14 0	79	44 15 0
			11	4 12 6
582	Llwydcoed - B. 4	- - -	102	14 7 4
586	Loughor - P. 1	252 8 0	162	73 4 1
			17	5 4 2
583	Maesteg Iron Works - B. 7	- - -	294	152 1 0
			180	52 17 6
583	Maesteg Llynvi Iron Works B. 7	- - -	333	135 10 11
583	Maesteg Spelter Works - B. 7	- - -	87	41 10 6
584	Margam Copper Works - 8	- - -	346	27 1 7
582	Merthyr Tydvil - - B. 5	1,070 3 9		
582	Merthyr Tydvil, St. David's N. 2	731 17 8	517	310 14 6
			117	60 7 6
582	Merthyr Tydvil - - R. 6	- - -	181	45 2 5
585A	Morriston - B.	*150 0 0		
585B	Mumbles - B. 7	*30 0 0	80	41 17 0
581	Nantgarw - N.	75 0 0		
584	Neath Abbey B. 8	140 0 0	188	101 4 4
584	Neath, Alderman Davies' Charity - 2	1,150 0 0	431	195 9 0
			286	64 10 0
584	Neath, Higher N. 1	418 16 0	109	42 4 8
584	Neath, School Society's - B. 8	635 0 0	245	128 11 0
			‡34	14 15 6
585B	Newton - Ch. 11	- - -	‡39	14 5 5
583	Newton Nottage - - N.	96 0 0		
581	Nicholas, St. N.			
585B	Oystermouth N. 11	- - -	*c*	
581	Penarth, Mixed N. 4	237 16 0	67	21 16 11
585B	Penclawdd - N.	58 0 0		
585B	Penclawdd - 7	- - -	75	37 6 6
581	Pendoylan - N. 11	- - -	48	24 7 2
582	Pengarnddu, Infants - 5	- - -	43	23 16 10
581	Penmark - N. 3	70 0 0	43	17 5 4
583	Penprisk - N. 4	- - -	59	26 19 6
582	Pentre - - N. 3	- - -	95	34 16 8
582	Pentrebach - N. 1	- - -	263	86 16 4
			156	46 8 4
584	Pentrechwyth, Infants - 6	- - -	100	53 11 0
581	Pentyrch - N.	*32 0 0		
582	Pen-y-darranCh.11	- - -	63	28 0 0
582	Pen-y-darran B. 5	- - -	190	99 2 4
			95	25 9 2
584	Pontardawe N. 3	432 0 0	67	32 4 0
			17	5 9 2
582	Pontlottyn, Infants - B. 5	- - -	58	34 3 0
582	Pontypridd - Ch. 4	- - -	130	51 17 11
582	Pontypridd - W. 4	- - -	167	84 0 1
			53	13 16 10
582	Porth - - B. 4	- - -	137	100 1 2
			13	5 19 2
583	Pyle, Bryndu Colliery - - 2	- - -	239	122 19 0
584	‡Resolven, Village.			

a Refused under Article 52 *d*. *b* For two years. *c* Due, but not paid.

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	GLAMORGAN—*cont.*	£ s. d.		£ s. d.
581	Ruddry - N.	40 0 0		
585A	Sketty - B. 7	- - -	50	25 17 6
585A	Sketty, Infts. B. *a*			
585A	Sketty, St. Paul's - N. 1	- - -	45	19 8 6
584	Skewen - N. 3	- - -	160	63 10 2
585A	Swansea - Ch. 2	1,149 4 0	313	167 13 11
585A	Swansea, Bethany Branch B. 6	- - -	110	49 0 6
585A	Swansea (Goat St.), Boys - B. 6	203 8 0	208	127 7 0
			62	21 3 4
585A	Swansea (Queen Street), Girls B. 6	170 13 4	146	64 14 0
585A	Swansea, Mount Pleasant - B. 6	- - -	127	73 4 6
			31	8 17 6
585A	Swansea, St. David's - B. 7	200 0 0	76	37 9 10
			12	3 0 0
585A	Swansea, St. Helen's - B. 6	- - -	108	50 4 4
585A	Swansea, St. Helen's, Inf. 11	- - -	151	73 2 2
585A	Swansea, St. Peter's - N. 2	363 12 0	126	67 12 10
585A	Swansea, St. Thomas', Infants - B. 6	- - -	137	65 18 5
585A	Swansea (South) - N. 2	714 8 0	621	335 1 6
585A	Swansea, Upper N.			
583	Tondû Iron Works - B. 7	- - -	321	135 3 6
			73	24 5 10
581	Touyrefail - B. 4	- - -	85	53 17 4
585A	Trebocth - B. 6	- - -	105	48 8 9
			105	60 0 0
582	Treherbert - B. 4	- - -	25	12 9 2
582	Treorky United Collieries - 4	- - -	101	53 0 4
582	Troedyrhiw N. 11	- - -	197	68 4 4
582	Troedyrhiw - B. 5	- - -	123	25 0 5
			8	4 5 0
582	Tydvils Wells, Boys - B. *b*			
584	Tymaen (Cwm Avon) Inft. 4	- - -	228	83 16 11
585A	Wannarlwydd B. 7	- - -	73	41 11 2
581	Whitchurch Ch. 3	498 16 3	104	48 4 0
583	Wick - N.	20 0 0		
582	Ynysybwl - B. 4	126 0 0	37	16 8 5
584	Ystalyfera - N. 3	- - -	364	176 19 4
			75	17 5 10
584	Ystalyfera - B. 7	- - -	75	34 5 6
582	Ystradyfodwg B.			
582	Ystradyfodwy (Treherbert) N. 3	494 8 0	68	29 17 6
			12	4 0 0
	MERIONETHSHIRE.			
606	Aberdovey, Mixed - 7	45 0 0	74	21 18 11
617	Aberllefenny B. 5	- - -	95	52 5 8
617	Arthog - N.	50 0 0		
616	Bala - - N. 8			
616	Bala - - B. 5	511 4 0	151	74 18 3
617	Barmouth - N. 10	*100 0 0	94	26 14 2
	" " "	10 0 0		
606	Bryncrug - B.	108 0 0		
617	Celynin - N. 10	- - -	34	11 11 9
	MERIONETH—*cont.*	£ s. d.		£ s. d.
617	Corris - - N. 10	- - -	28	9 6 3
615	Corwen - N. 10	218 6 3	98	47 12 2
615	Corwen - B. 10	404 0 0	102	43 11 8
615	Cynwyd - N.			
617	Dolgelly - B. 5	285 10 0	139	85 8 5
617	Dolgelly - N. 10	277 0 0	152	68 11 11
617	Dolmelynllyn 10	- - -	33	14 19 1
617	Dyffryn - B. 5	199 6 0	83	42 7 4
618	Festiniog - B. 6	- - -	98	62 4 4
			20	6 11 8
618	Festiniog - N. 10	38 17 3	71	42 11 11
618	Festiniog, Slate Quarries - B. 6	102 0 0	107	36 5 8
			55	12 14 2
616	Glanrafon - B.	80 0 0		
615	Glyndifydwy B.	245 0 0		
618	Harlech, Charity - Ch.			
616	Llandderfel - B. 5	- - -	53	19 18 8
615	Llandrillo - B.	157 13 4		
617	Llanelltyd - Ch.			
617	Llanenddwyn N.	*45 0 0		
618	Llanfair - N. 10	- - -	48	20 19 10
618	Llanfrothen N. 10	243 0 0	63	37 11 11
			20	7 1 8
616	Llanfaur - N. *b*	*50 0 0		
615	Llansaintfraid (near Conway) N.	278 0 0		
616	Llanrwchllyn N. 10	- - -	89	57 10 11
			13	3 7 6
616	Llawr-y-Bettws N. 10	- - -	29	15 15 7
617	Mallwyd - N. 10	130 0 0	90	19 18 3
618	Penrhyn-deu-Draeth - Ch. 10	- - -	84	37 15 2
618	Penrhyn-dew-Draeth - B. 6	309 0 0	101	45 11 10
618	Talsarnau - B. 6	282 0 0	85	43 4 0
618	Tanygrisiau B. 6	260 6 10	86	17 2 0
606	Towyn - N. 7	- - -	46	14 11 11
606	Towyn - B. 5	335 14 0	104	46 17 2
606	Towyn and Pennal - B. 5	90 0 0	50	22 2 10
618	Trawsfynydd N. 10	70 0 0	91	46 0 6
			23	8 7 6
	MONTGOMERY.			
606	Aberhosan - B.			
609	Arddlyn - P. 11	- - -	44	16 9 9
608	Berriew, Endowed - N.			
608	Buttington - N.	*33 0 0		
609	Bwlch-y-Cibans - N.	122 8 0		
607	Caersws - B. 10	- - -	103	43 12 5
607	Carno - - B. 10	36 0 0	88	49 1 2
608	Castle Caereinion - - N. 10	- - -	37	7 5 0
606	Cemmaes - P. 9	- - -	65	23 8 9
606	Cemmes - B. 10	17 18 0	27	11 11 10
608	Churchstoke N. 10	236 15 8	85	55 13 6
			10	3 1 8
606	Darowen - N.	60 0 0		
607	Dolfor - N. 9	141 8 9	34	10 17 6
606	Dylife - N.	128 0 0		
608	Forden - N. 10	105 0 0	97	36 7 4

a Amalgamated with N.S.

b School closed.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	MONTGOMERY—*cont.*	£ s. d.		£ s. d.
609	Garthbeibio N. 11	- - -	59	28 5 4
609	Guilsfield, Pool Quay - N. 11	212 0 0	75	33 18 4
			4	1 3 4
606	Llanbrynmair - - N. 10	150 0 0	76	33 10 7
606	Llanbrynmair - - B. 10	- - -	75	31 16 10
607	Llandinam - Ch. 10	- - -	74	38 0 10
609	Llandrinio - P. 11	65 0 0	59	46 6 7
609	Llandisilio - N.	*30 0 0		
608	Llandyssil - N. 10	- - -	49	31 0 6
609	Llanfair Caereinion - - N. 11	118 12 0	85	44 3 3
609	Llanfair Caereinion - - B. 10	183 0 0	89	42 15 0
609	Llanfechain N. 11	- - -	51	20 1 11
609	Llanfyllin - N. 11	70 0 0	127	49 0 5
609	Llanfyllin - B. 10	248 2 8	74	22 17 4
			9	2 9 2
609	Llangadfan - N.	22 7 6		
607	Llanidloes - N. 10	287 5 0	176	72 9 6
607	Llanidloes - B. 10	- - -	107	21 16 8
607	Llanllwchairn N. 9	- - -	129	58 16 3
609	Llanrhaiardryn-Mochnant B. 10	192 10 0	142	57 8 2
609	Llansaintfraid, New - - B. 10	- - -	63	21 8 6
606	Llanwrin - N.			
607	Llanwnog - N. 9	72 0 0	73	40 17 1
607	Llanwyddelan N. *a*	87 4 0		
606	Machynlleth N. 7	91 9 0	154	38 11 11
609	Meifod - N. 11	- - -	87	47 6 1
608	Montgomery N. 10	- - -	104	63 16 8
607	Newtown - N. 9	384 8 0	104	38 1 11
607	Newtown - B. 10	270 0 0	*b*	*c* 7 10 0
608	Penyffrydd - Ch. *a*			
609	Pontybontfawr N.	274 0 0		
607	Sarn - - Ch. 9	- - -	19	11 0 5
607	Trefeglwys - N. 9	- - -	61	26 1 7
607	Trefeglwys - B. 10	- - -		*d* 13 13 4
				1 4 8
			64	36 0 8
608	Trelystan - *a*			
608	Trewerne - Ch. 11	- - -	48	20 12 6
			11	3 0 10
608	Welshpool - B. 10	- - -	102	42 3 4
608	Welshpool, Boys and Girls - - N. 10	100 0 0	199	74 14 3
			18	4 5 0
608	Welshpool, Infants - N.	115 0 0		
608	Welshpool, the Belan - N.	60 0 0		
	PEMBROKESHIRE.			
590	Amroth - N.	210 3 4		
592	Brawdy Tancredston - N. 3	81 0 0	28	8 4 3
595	Bryn Seion - B. 1	- - -	33	17 18 0
591	Burton - N. *e*			
593	Cilgerran - N. 6	135 15 0	66	22 0 0
591	Cosheston and Nash - - N. 3	285 3 0	69	32 7 4

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	PEMBROKE—*cont.*	£ s. d.		£ s. d.
593	Dogmells, St. P. 6	- - -	112	10 10 0
592	Fishguard - N. 3	219 0 0	134	37 5 4
591	Florence, St. N.	160 0 0		
592	Freystrop - N. 3	- - -	38	14 13 11
592	Haverfordwest - N. 12	829 13 11	*b*	
592	Haverfordwest, Boys - - B. 1	*125 0 0	138	91 8 0
592	Haverfordwest, Girls and Infants - B. 1	- - -	110	61 6 8
592	Haverfordwest, Prendergast B. 1	- - -	61	27 15 0
592	Hubberstone N. 3	284 0 0	60	14 13 5
590	Jeffreston - N.	42 0 0		
592	Johnstone - N.	*17 0 0		
590	Lampeter Velfrey - N.			
592	Letterston - N. 3	81 0 0	34	7 10 11
592	Llandeloy - N.	327 0 0		
590	Llandewi Velfrey - P. 4	- - -	33	18 5 9
592	Llanrhian - N. 3	116 13 4	42	13 4 5
591	Llanstadwell, Endowed.			
590	Llawhaden N.	45 18 8		
593	Manor Divy N. *e*	*42 0 0		
590	Martletwy - N.	129 10 0		
592	Mathry, Mixed - Ch. 3	- - -	22	10 7 0
592	Milford Haven, Endowed - Ch. 3	- - -	68	17 8 5
			12	0 19 1
591	Milford, New B. 1	- - -	171	73 15 6
593	Moilgrove - B. 7	- - -	41	23 5 0
590	Narberth - N. 4	- - -	45	3 2 6
590	Narberth - B. 1	*40 0 0	105	64 18 6
591	Pembroke - N. 4	- - -	51	*f*
591	Pembroke - B. 1	147 3 9	108	58 13 6
591	Pembroke Dock - - N. 3	462 0 0	413	151 14 5
591	Pembroke Dock - - B. 1	351 0 0	231	111 0 1
592	Puncheston N.	269 0 0		
591	Pwllcrochan Ch. 4	- - -	36	11 5 0
590	Reynalton - B.	*30 0 0		
591	Rhydberth - N. 4	76 0 0	86	35 1 10
592	Roch - - N.	86 15 0		
592	Rudbaxton - N. 7	58 0 0		
592	Solva - - N. *a*	*75 0 0		
592	Solva - - B. 1	- - -	67	36 15 6
592	Spittal - N. 12	210 0 0		*b*
591	Stackpole - N. 4	- - -	62	24 19 10
590	Tavernspite N. 4	171 0 0	39	10 8 6
590	Templeton - B. 1	*25 0 0	75	36 13 6
			16	7 0 0
591	Tenby - - N. 4	170 0 0	85	39 2 9
591	Tenby, Infts. N. 4	- - -	68	22 13 6
591	Tenby, New Hedges - Ch. 4	119 0 0	45	11 15 11
592	Thornton - B. 1	- - -	53	27 15 10
592	Trefgarn - B. 1	- - -	59	30 17 10
592	Trevine District - - B. 1			*b*
592	Uzmaston-cum-Boulston - N. 3	167 0 0	41	15 0 7
593	Velindre - B. 1	- - -	44	28 4 8

a School closed. *b* Due, but not paid. *c* Paid under Article 90[1] (1). *d* Addition to grant for 1867.
e Removed from inspection. *f* Refused under Article 51 *d*.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
	PEMBROKE—*cont.*	£ s. d.		£ s. d.
592	Walton, West, and Talbenny N.	109 10 0		
591	Warren, Agricultural - 4	- - -	50	16 14 4
592	Wiston - N. 3	- - -	26	5 11 0
592	Wolfscastle - B. 1	*175 0 0	21	10 11 8
592	Zion Hill - B.			
	RADNORSHIRE.			
605	Abbey-cwmhir - - N. 5	- - -	32	12 12 8
602	Boughrood - N. 7	74 0 0	34	21 0 0
603	Cascob - - N.	134 0 0		
602	Clyro - - N. 7	276 0 0	45	20 13 6
605	Cwmtoyddur, Endowed - Ch. 5	- - -	51	5 15 0
599	Disserth Penkerrig - Ch.	130 0 0		
	RADNOR—*cont.*			
604	Heyope - N. 5	156 7 6	31	13 2 8
599	Howey Village - - N. 5	- - -	31	23 19 4
604	Knighton - N. 5	515 0 0	191	79 14 4
605	Llanbadarnfawr - - N.	202 0 0		
604	Llananno with Llanbadarn Fynydd Glan Ithon Ch.	202 10 0		
605	Llanyre - N. 10	- - -	67	25 17 9
602	Llowes (Hay) Ch. 10	- - -	19	6 14 6
605	Nantmel - N. 5	156 0 0	32	16 3 10
603	Presteign - N. 5	- - -	61	7 6 3
603	Presteign - B. 10	- - -	51	28 13 9
603	Radnor, New N.			
603	Radnor, Old N.	220 0 0		

ISLANDS.

	CHANNEL ISLANDS.	£ s. d.		£ s. d.
	Alderney - N. 10	- - -	81	35 18 3
	Alderney - W.	150 0 0		
	Guernsey, St. John's - N. 10	432 10 0	321	173 19 4
	Guernsey, St. Marie du Castel's Inft. 10	- - -	51	25 9 10
	Guernsey, St. Peter's Port N. 10	- - -	443	238 2 0
	Guernsey, St. Peter's Port B. 10	*46 0 0	58	37 6 4
	" "	280 10 0		
	Guernsey, St. Peter's Port, St. Joseph's R. 7	- - -	133	65 10 4
	Jersey - - N. 10	*125 0 0	*b*	
	" - - "	51 0 0		
	Jersey, Gorey N. 10	*100 0 0	59	30 17 0
	Jersey, Grouville, Central N.	381 0 0		
	Jersey (St. Helier), St. Peter's and St. Mary's - R. 7	- - -	152	82 2 0
	Jersey, St. James' - N. 10	314 15 0	*a* 324	189 15 6
			a 369	196 4 4
	Jersey, St. Mark's - N. 10	321 2 6	*a* 214	104 10 0
			a 234	114 2 2
	Jersey, St. Owen's, Central - Ch. 10	277 12 6	88	51 8 2
	Jersey, St. Owen's - W. 10	300 15 0	83	62 5 0
	Jersey, St. Paul's - N. 10	- - -	152	104 19 2
	Jersey, St. Peter's - N. 10	267 10 0	71	42 0 0
	CHANNEL ISLANDS —*cont.*	£ s. d.		£ s. d.
	Jersey, St. Saviour's - N. 10	- - -	70	35 16 4
	Jersey, Trinity N.			
	ISLE OF MAN.			
	Arbory - - N.	*50 0 0		
	‡Bishopscourt, Model - N.			
	Cronkbourne N. 7	- - -	56	32 11 8
	Cronk-ne-Voddy, St. John's N.	48 10 0		
	Dhoon Bridge N.	*44 0 0		
	Dolby - - N. 7	- - -	83	59 1 6
	Dolby - - B.	*150 0 0		
	Douglas - R. 6	- - -	126	62 7 0
	Douglas, St. Barnabas' - N. 7	105 18 4	367	217 6 6
	Douglas, St. George's (Athol Street) - N. 7	- - -	426	186 9 2
	Douglas, Thomas Street - W. 5	- - -	186	97 3 4
	Douglas, Well Road - - W. 5	- - -	65	9 5 9
	Foxdale, St. Patrick's (Mining) - - Ch. 7	201 4 9	142	71 1 10
	Jurby - - Ch. 7	228 6 0	29	14 15 10
	Kirk Andreas N. 7	*72 0 0	71	40 16 4
	" "	72 6 0		
	Kirk Braddan N.	344 0 0		
	Kirk German, St. John's - N. 7	98 2 6	119	64 15 6
			15	5 4 2
	Kirk Marown P.			
	Kirk Maughold - - P.	140 5 0		
	Kirk Michael N.	67 10 0		

a For two years.

b Due, but not paid.

No. of Dist. or Union in Census Tables.	Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	ISLE OF MAN—*cont.*	£ s. d.		£ s. d.
	Kirk Onchan P. 7	187 13 4	89	48 5 10
	Kirk Patrick P. 7	200 0 0	88	52 0 2
	Laxey Glen - N. 7	*38 0 0	190	98 15 6
	Malew, Ballasalla - - N. 7	188 0 0	83	37 2 2
	Malew, Castletown - - N. 7	*90 0 0	140	79 10 8
	„ „ - „	181 6 0		
	Malew, Grenaby - - N.	*50 0 0		
	Malew, St. Mark's - Ch. 7	100 0 0	50	24 14 2
	Man, Isle of, St. Jude's - N.	63 0 0		
	Peel, Christian, Endowed - N. 7	457 18 11	318	134 7 4
	Peel, Mathematical and Nautical -	112 0 0		
	Peel - - W. 5	395 0 0	116	54 13 4
	Port, St. Mary's - N. 7	*75 0 0	70	41 0 0
	Ramsey - N. 7	*155 0 0	134	57 4 8
	„ - „	122 15 3		
	Rushen (Boys') - P. 7	344 10 6	79	42 13 8
	Rushen (Girls') - N. 7	- - -	69	43 10 0
	Santon - N.	100 0 0		
	Sulby - - N. 7	*100 0 0	67	31 15 0

SCOTLAND.

NOTE.—Ch. of S. or G.A. denotes that the School is in connexion with the *General Assembly of the Established Church of Scotland*; F.C., with the *Free Church of Scotland*; Epis., *Episcopal Church of Scotland*; R.C., *Roman Catholic Poor School Committee*; Sess., that it is a *Sessional* School; Par., a *Parochial* School; and Undl., that it is *Undenominational*.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures. £ s. d.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount. £ s. d.
ABERDEENSHIRE.			
Aberdeen, Bon Accord - - F.C. 10	*250 0 0	344	166 0 0
Aberdeen, Davidson's - - 9	- - -	159	22 1 8
Aberdeen, Dr. Bell's - - 9	- - -	—	23 0 0
Aberdeen, (Dr. Brown's), Skene Square - Ch.S. 9	- - -	210	53 13 4
Aberdeen, East Parish - - F.C. 9	- - -	191	68 13 4
Aberdeen, East Parish - - Sess. 10	*400 0 0 54 0 0	341	145 13 4
Aberdeen Female Orphan Asylum. 9	- - -	36	
Aberdeen, Gallowgate, Port Hill 9	- - -	131 50	24 0 0
Aberdeen, Granton Lodge.			
Aberdeen, Greyfriars - - Sess. 10	- - -	—	5 0 0
Aberdeen, Greyfriars - - F.C.	500 0 0		
Aberdeen, Guestrow Reformatory.			
Aberdeen, Holborn Ross - 9	- - -	—	*a*
Aberdeen, John Knox's - - F.C. 9	- - -	176	105 6 8
Aberdeen, John Knox's, Boys - Sess. 10	*100 0 0	—	*a*
Aberdeen, John Knox's, Girls - Sess. 10	*98 5 0		
Aberdeen, North F.C. 10	- - -	166	90 0 0
Aberdeen, North Parish - - Sess. 10	*300 0 0	256	101 0 0
‡Aberdeen, Old Mill Reformatory.			
Aberdeen, St. Andrew's, Boys Epis. 4	- - -	49	21 10 0
Aberdeen, St. Andrew's, Female (late St. John's) Epis. 4	- - -	158	90 0 0
Aberdeen, St. John's - - Epis. 4	- - -	124	43 5 0
Aberdeen, St. Peter's - - R.C. *b*			
Aberdeen, Shaw's Court, Female School of Industry - - 9	- - -	99	46 10 0
Aberdeen, Sheriff Watson's Female Industrial - 9	- - -	63	36 10 0
Aberdeen, South Parish - - F.C. 10	165 0 0	442	260 17 6
Aberdeen, South Parish - - Sess.	*220 0 0		
Aberdeen (Sugar House Lane) Reformatory - -	204 0 0		
Aberdeen, Trades 10	- - -	99	23 0 0
Aberdeen, Union F.C. 10	295 0 0	161	57 15 0
Aberdeen, West Parish - - Sess. 10	382 8 9	—	*a*
Aberdeen, Wood-side - - - F.C. 10	*150 0 0		
" " - "	30 13 4	267	124 5 0
Aberdour - - F.C. 3	105 0 0	50	15 0 0
Aberdour, New, Girls - - Par. 1	- - -	32	13 0 0
Abergeldie, Her Majesty's Female - - 4	- - -	24	7 10 0
Aboyne - - Par.			
Aboyne, Lady Huntly's Female - - 12	- - -	43	20 0 0
Alford, Female Ch. of S.			
Alford - - Par. 2	- - -	36	18 0 0
Alford Village Ch. of S. 2	104 0 0	60	16 5 0
Auchindoir - Par. 2	- - -	86	17 10 0
‡Auchindoir, Second Par.			
Auchterless, Female.			
Auchterless - Par. 2	- - -	57	16 10 0
Badenscoth Ch. of S. 2	285 5 0	58	14 0 0
Ballater, Female 4	- - -	53	33 10 0
Ballogie, Female - 3	- - -	44	36 6 8
Banchory Devenick - - - F.C.			
Belhelvie - - Par.			
Birkhall - - - 4	- - -	20	3 15 0
Birse - - - Par.			
Blackburn, Female - - F.C. 12	- - -	59	20 0 0
Blackhill.			
Bonny Kelly (New Deer) District - - -	148 0 0		
Boyndlie - - Epis. 5	- - -	38	29 11 8
‡Braemar, Achendryne - - R.			
‡Braemar, Inverey R.			
Braemar - Public 4	- - -	31	21 10 0
Bridge of Don, Subscription - G.A.			

a Due, but not paid.

b Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.
Broadsea - - G.A. 10		*a*	
Buchanhaven Subscription - 10	- - -	60	13 15 0
Burnhaven - G.A. 10	127 10 8	56	15 0 0
Byth, New - 11	277 19 0	56	40 0 0
Cairnbanno, Madras 1	150 10 0	70	31 10 0
Cairney, Female 3	- - -	16	21 13 4
Cairney - - Par. 3	- - -	40	15 0 0
Castleton of Braemar Society's. *b*			
Cluny - - - Par. 2	- - -	32	16 10 0
Coldstone - - Par. 3	- - -	81	16 10 0
Corsindae, Female 2	- - -	39	21 13 4
Coull - - - Par. 3			
Crathie, Female *c*			
Crathie Side - 4	- - -	27	15 0 0
Cruden - - F.C. 12	57 0 0	41	15 0 0
Cruden (Lord Errol's) - - Epis. 4	*90 0 0	88	43 5 0
Cullerley District 2	- - -	24	20 0 0
Culsalmond - Par. 3	- - -	46	15 0 0
‡Cuminestown - Epis. 6	- - -	62	13 2 6
Cushnie - - Par. 2	- - -	37	15 0 0
Daviot - - Par. 1	- - -	90	16 10 0
Deer - - - Epis.			
Deer, Old - - F.C. 12	109 11 5	68	26 15 0
Deer, Old, Girls Ch. of S. 1	200 0 0	48	33 10 0
Deer, Old, Bulwark, Girls - 1	- - -	49	14 0 0
Deer, Old, Clochan Side - - - Par. 1	175 0 0	65	15 0 0
Deer, Old - - Par. 11	- - -	*d* 72 67	20 0 0 35 0 0
Deer, Old, Shannas Side - - Par. 1	- - -	86	15 0 0
Drumblade, Female and Infant Ch. of S. 3	- - -	32	9 3 4
Drumblade - Par. 3	- - -	36	17 10 0
Echt, Female - 2	- - -	37	29 15 0
‡Ellon - - Epis.			
Ellon, Female - 11	- - -	38 40	12 0 0 12 0 0
Ellon - - - F.C. 11	162 0 0	106	45 13 4
Fintry (Turriff) 2	123 0 0	79	23 0 0
Forgue - - Epis. 6	- - -	39	21 10 0
Forgue (Drumdollo) - - F.C. 1	- - -	52	39 0 0
Forgue - - Par. 3	- - -	71	20 0 0
Forgue-Side - Par.	117 0 0		
Fraserburgh, Female Industrial - 10	- - -	110	92 15 0
Fraserburgh - F.C. 11	492 0 0	96	57 0 0
Fraserburgh - Par. 10	- - -	137	71 0 0
Fraserburgh, St. Peter's - - Epis. 5	758 0 0	123	80 11 8
Fraserburgh, Techmury, Second. - Par. 1	180 0 0	47	15 0 0
Fyvie, All Saints' Epis. 5	- - -	33	11 0 0
Fyvie, Female Ch. of S. 11	- - -	90	45 0 0
Fyvie - - - F.C. 1	- - -	45	15 0 0
Fyvie - - Par.			
Gartly, Female Ch. of S. 3	- - -	31	13 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.
Garmond - - -	66 0 0		
Gartly, Congregational - - F.C. 2	- - -	34	20 0 0
Gartly - - Par. 3	- - -	31	20 0 0
Gilcomston - F.C. *e*	- - -	61	42 10 0
Gilcomston, Northfield Mission - 9	- - -	95	57 0 0
Glenbucket, Female - - F.C. 7	- - -	33	14 0 0
Glenfondland - G.A. 3	- - -	43	15 2 6
Huntly, Female Ch. of S. 12	- - -	95	30 0 0
Huntly - - F.C. 10	- - -	172	84 10 0
Huntly (Gordon) Industrial - F.C. 10	- - -	186	68 0 0
Huntly - - Par.			
Huntly, Second - Par.			
Huntly - - R. 4	- - -	43	16 5 0
Insch - - - F.C. 12	82 4 6	87	29 3 4
Insch - - - Par. 12	- - -	79	23 3 4
Inverury - - F.C. 11	120 0 0	—	*a*
Inverury, Infant F.C. 11			*a*
Inverury - - Par. 12	- - -	131	50 10 0
Inverury, St. Mary's - - Epis. 5	- - -	57	33 0 0
Keig - - Par. 2	- - -	66	15 0 0
Keithhall, Kinmuch, Female - 2	- - -	27	13 6 8
Kennethmont Female - F.C. 2	- - -	24	11 13 4
‡Kemnay - - Par.			
Kincardine O'Neill F.C. 2	- - -	39	35 0 0
Kincardine O'Neill, Village - - Par.	- - -	—	10 0 0
Kinellar - - Par.			
King Edward - Par. 2	- - -	69	21 10 0
Kingswells - F.C. 2	334 0 0	43	18 0 0
Kinord - Ch. of S. 3	- - -	25	11 13 4
Kintore - - F.C. 12	75 0 0	77	38 0 0
Kintore - - Par. 2	- - -	79	13 5 0
Knaven Denhead 12	- - -	58	13 15 0
Largie (Insch) - F.C. 2	192 0 0	57	31 5 0
Leslie - - Par. 2	- - -	61	16 5 0
Lesmore - - G.A. 3	- - -	36	21 10 0
Leylodge - Ch. of S. 2	210 0 0	43	13 15 0
Logie - - Epis. 5	- - -	36	30 10 0
Longhill - - G.A. 3	- - -	21	16 10 0
Longside - - Par. 11	- - -	56	15 0 0
Longside Mintlaw	86 12 6		
Lyne of Skene - F.C. 2	- - -	33	14 0 0
‡Machar (New) - Par.			
Meiklefolla - Epis. 5	- - -	55	17 0 0
Meldrum, Old - F.C. 11	123 0 0		*a*
Methlick, Girls - 11	132 0 0	72	10 0 0
Midmar - - Par. 2	- - -	28	16 5 0
Migvie - - G.A. 3	- - -	40	18 0 0
Millbrex District, Female - - 2	- - -	70	10 16 8
Minduruo, Mixed 2	- - -	36	13 0 0
Monquhitter - F.C. 3	- - -	70	13 15 0
Newburgh Side 11	- - -	*d* 88 87	20 0 0 20 0 0
Newhills - - F.C. 11	6 12 6	91	55 10 0
Newseat, Female 1	- - -	—	
Oyne - - - Par. 3	- - -	80	17 10 0

a Due, but not paid.
b Forms part of a new school to be called "Braemar Public."
c School temporarily closed.
d For two years.
e School given up.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
ABERDEENSHIRE—*cont.*	£ s. d.		£ s. d.
Peterculter - Par.			
Peterhead (Boys) F.C. 10	219 15 0	48	20 0 0
Peterhead (Girls) F.C. 10	- - -	215	99 15 0
Peterhead (Female) - - Par. 10	- - -	92	33 0 0
Peterhead, St. Peter's - - Epis. 5	- - -	82	23 0 0
Peterhead Academy - - - Par.	*650 0 0		
" "	140 0 0		
Peterhead, East Parish - - G.A.	300 0 0		
Peterhead, Union Industrial - 10	120 0 0	63	15 0 0
Piteaple - - F.C. 5	- - -	24	10 0 0
Pitsligo - - Par. 1	- - -	145	47 10 0
Pitsligo, New, Female - - 11	- - -	104	68 3 4
Pitsligo, New - Par. 11	- - -	148	35 10 0
Pitsligo, New, St. John's - Epis. 5	762 12 0	173	97 16 8
Port Elphinstone (Subscription) - - F.C. 11	103 10 0		*a*
Rathen - - G.A.	103 10 0		
Rayne, Old, Female - - Ch. of S. 12	- - -	57	29 0 0
Rhynie, Female Est. Ch. 3	- - -	34	23 6 8
Rhynie, Girls - 2	- - -	39	15 0 0
Rhynie - - Par. 3	- - -	87	18 0 0
Rosehearty, Female 3	167 12 6	93	27 15 0
Ruthvieston - F.C. 9	- - -	83	25 0 0
Savoch, Girls - 10	113 0 0	38	20 0 0
Skene - - F.C. 2	130 16 0	59	52 10 0
Stoneywood Works 11	- - -	—	26 10 0
Strichen, All Saints - - Epis. 5	- - -	46	8 6 8
Strichen, Female Ch. of S. 11	- - -	57	40 0 0
Strichen - - Par. 11	- - -	90	17 18 4
Tarland, Aberdeen Memorial 3	- - -	55	31 0 0
Tarves, Girls - 11	132 0 0	*b* 52	35 0 0
		b 61	38 10 0
‡Tarves - - Par.			
Tillymorgan - Epis.			
Tornaveen - - Par. 3	- - -	45	15 0 0
Torphins - - Par. 3	- - -	76	34 0 0
Towie and Cushnie, Female - F.C. 7	- - -	52	38 15 0
Towie and Glenkindie Christian Knowledge Soc. 2	- - -	32	11 0 0
Tullynessle Ch. of S. 2	148 0 0	41	13 0 0
Tullynessle - Par. 2	- - -	63	16 10 0
Turriff - Fem. 11	- - -	100	63 0 0
Turriff - - Par. 11	- - -	108	16 10 0
Tyrie - - Par. 1	- - -	56	30 0 0
Udny, Female Ch. of S. 1	- - -	38	15 0 0
Udny - - - F.C. 12	97 7 0	66	39 0 0
Udny - - - Par. 1	- - -	37	15 0 0
Waterton of Echt Par. 2	- - -	53	30 0 0
Wells of Ythan - Par. 3	- - -	84	44 0 0
Whiterashes - Epis. 5	- - -	46	16 10 0
Whitestripes - G.A.			

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
ARGYLLSHIRE.	£ s. d.		£ s. d.
Acha (I. of Coll) - 7	- - -	25	20 0 0
Appin - - F.C. 7	291 12 0	34	20 0 0
Ardchiavaig, Christian Knowledge Society's - 8	- - -	30	15 0 0
Ardentinny - G.A. 6	- - -	27	
Ardgour Female 7	- - -	14	14 0 0
Ardrishaig - Epis. 8	- - -	80	29 3 4
Ardrishaig - F.C. 7	- - -	66	41 10 0
Ardrishaig - Ch. of S.			
Ardtun - - F.C.			
Ballachulish, South, St. John's - Epis. 8	- - -	52	25 8 4
Balligrant, Female Industrial - 7	- - -	41	14 0 0
Barbreck, Female 7	- - -	20	13 0 0
Barcaldine - G.A. 7	- - -	34	20 0 0
Bowmore - - F.C.	87 10 0	*c*	
Bowmore - - Par. 7			
Bowmore, late Killarow, Female - - Indus. *d*			
Bridgend (Islay), Female - Indus. 7	- - -	38	15 0 0
Bridgend - - Par.			
Campbelltown, Argyll Street, Elementary Female 6	- - -	81	49 3 4
Campbelltown, Burgh and Parochial.			
Campbelltown (Dalintober), Miss Campbell's Par. 6	- - -	221	112 1 8
Campbelltown - Epis.			
Campbelltown - F.C. 6	- - -	120	83 15 0
Campbelltown, Kirk Street, Society's - - 6	- - -	59	16 2 6
Campbelltown, Reformatory.			
Campbelltown, United Female School of Industry - - 6	- - -	101	53 6 8
‡Caolis - - F.C.			
Carradale - - G.A. 6	- - -	22	15 0 0
Cornaigbeg, Female G.A. 7	- - -	45	10 0 0
Corpach - - G.A. 7	- - -	41	25 0 0
Corran (of Ardgour) 7	- - -	26	15 0 0
Craignish - Par. 7	- - -	43	15 0 0
Creich, Christian Knowledge Society's - - - 7	- - -	33	7 10 0
‡Croish - - F.C.			
Dalilongart - G.A.			
Dervaig, Female Industrial - 8	197 0 0	31	14 0 0
Drumlemble - G.A. 6	- - -	23	15 0 0
Dunoon, Female Industrial - F.C. 10	145 0 0	74	34 10 0
Dunoon - - F.C. 10	- - -	80	35 0 0
Dunoon - - Par. 6	- - -	70	15 0 0

a Due, but not paid. *b* For two years. *c* School temporarily closed.
d To be merged into F.C. School.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
ARGYLLSHIRE—*cont.*	£ s. d.		£ s. d.
Dunoon, Female Par. 6	- - -	68	20 7 6
Foreland (Bowmore) - - F.C.			
Garvan (Christian Knowledge Society's).			
Glenbarr, Society's 6	- - -	40	15 0 0
Glenborrodale - G.A. 7	- - -	18	
Glencoe Side - Par.			
Glencoe - - F.C. 7	- - -	50	7 3 4
Gruinard - - F.C.			
Hillipol - - Par. 7	- - -	66	11 0 0
‡Hynish.			
Innishail - - - 7	- - -	22	10 0 0
Inverary Burgh Par. 7	- - -	115	68 10 0
Inverary - - F.C. 6	- - -	50	34 0 0
Kenlochspelve - Par. 8	- - -	12	10 0 0
Kilcalmonell - Par. 6	- - -	48	18 0 0
Kilchenzie, Beauluchantine - G.A. 6	- - -	28	20 0 0
Kilchoman - G.A. 7	- - -	31	15 0 0
Kilchoman - Par. 7	- - -	44	21 10 0
Killarow and Kilmeny - - F.C. 7	- - -	61	35 10 0
Killean - - F.C. 6	- - -	23	7 10 0
Killean - - Par. 6	- - -	16	21 10 0
Kilmodan - - F.C. 7	- - -	31	21 10 0
Kilmore - - Par. 8	- - -	—	33 6 8
Kilmun - - Par. 6	- - -	36	15 0 0
Kintraw - - G.A.			
Kinloch - - G.A.	*75 0 0		
Kirkapol - - Par. 7	- - -	52	18 0 0
Kirn (Dunoon) - Sess. 7	- - -	36	41 10 0
Knapdale, North Par. 6	- - -	37	
Lagavulin (Islay) Ch. of S. 7	- - -	51	23 5 0
Ledaig - - G.A. 8	- - -	35	
Lismore, Female *a*			
Lismore - - Par. 7	- - -	35	20 0 0
Lochaline - - Sess. 8	100 0 0	52	20 0 0
Lochdonhead - G.A.	82 0 0		
Lochend - - F.C. 6	- - -	100	54 0 0
Lochgilphead - Epis.			
Lochgilphead - F.C. 7	- - -	168	86 0 0
Lochgilphead - Par. 6	251 0 0	52	18 5 0
Lochgoilhead Village - - 6	- - -	42	21 10 0
Lotts - - - G.A. 7	- - -	39	15 0 0
Melfort - - F.C.			
Mulindry - - F.C. 7	- - -	27	15 0 0
Oatfield - - G.A. 6	- - -	29	20 0 0
Oban, Female - 7	- - -	70	30 0 0
Oban - - - F.C. 7	150 0 0	84	32 10 0
Oban, Infant - - 7	- - -	45	28 0 0
Ormsary - - G.A.			
Peninver - - G.A. 6	- - -	22	16 10 0
Poll Strachur - 7	200 0 0	21	15 0 0
Poltalloch, Industrial 8	- - -	76	55 10 0
Port Charlotte, Female Industrial 7	- - -	28	20 0 0
Port Charlotte - G.A. 7	- - -	58	11 13 4
Port Ellen, Infant and Industrial - 7	- - -	48	28 0 0
Portnahaven - F.C. 7	73 15 0	42	34 11 8
Portnahaven, Parliamentary - 7	- - -	28	

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
ARGYLLSHIRE—*cont.*	£ s. d.		£ s. d.
Rhunahourine - G.A. 6	- - -	51	15 0 0
Salen, Female Industrial - 8	- - -	24	13 0 0
Sandbank - - G.A. 6	357 10 0	30	20 0 0
Southend - - Par. 6	- - -	64	41 10 0
South Hall - F.C. 7	- - -	19	25 0 0
Stralachlan - Par. 7	- - -	22	15 0 0
Strone, Female - 6	- - -	33	11 0 0
Tarbert - - F.C. 7	- - -	133	59 0 0
Tarbert - - G.A. 6	- - -	70	30 0 0
Tighnabruaich-Side Par. 7	- - -	81	
Tobermory - F.C. 7	- - -	74	23 0 0
Tobermory, Girls' Industrial - G.A.	133 0 0		
AYRSHIRE.			
Alloway, Subscription - - 5	140 0 0	90	53 0 0
Alton Side.			
Annick Lodge Coal Works - 5	- - -	73	30 0 0
Ardeer Iron Works - - 11	- - -	269	125 18 4
Ardrossan Industrial 1	108 0 0	86	28 0 0
Ardrossan - - Par. 4	- - -	184	119 0 0
Ardrossan - - Sess. 4	*150 0 0	142	50 10 0
Arnsheen - - 5	- - -	51	13 6 8
Auchinleck Female 5	- - -	67	31 0 0
Auchinleck - Par. 4	- - -	115	62 0 0
Ayr - - - Epis. 9	- - -	87	43 10 0
Ayr, Fish Cross District - - F.C. 4	- - -	154	54 0 0
Ayr - - - G.A.	200 0 0		
Ayr, Reformatory	158 15 0		
‡Ayr - - - R.			
Ayr, Smith's Institution - 4	- - -	279	93 17 6
Ballantrae, Glennap Endowed - 3	- - -	19	15 0 0
Ballantrae - - Par. 5	- - -	97	61 10 0
Barr Female Industrial - - F.C. 5			
Barr - - - Par. 5	- - -	58	43 3 4
Barrhill - - F.C. 5	80 0 0	80	51 13 4
Beith, Endowed Industrial Ch. of S. 1	- - -	127	54 3 4
Beith - - - F.C. 5	132 0 0	65	40 0 0
Beith, Gateside - 1	- - -	70	52 18 4
Beith, New Street United - - Pres. 5	- - -	144	78 10 0
Beith - - - Par. 1	109 0 0	118	35 0 0
Benston - - 4	- - -	32	
Blair Iron Works 11	- - -	241 / 49	92 13 4
Blair Mains - Par. 1	- - -	48	16 10 0
Burnside - - 11	- - -	75	10 0 0
Caprington, Infants 12	- - -	88	15 0 0
Catrine - - F.C. 5	- - -	93	55 10 0
Catrine Public - 5	750 0 0	141	62 0 0
Colmonell, Female Industrial.			
Colmonell - - Par. 5	- - -	75	42 10 0
Coylton - - Par. 4	- - -	127	49 10 0

a School discontinued.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
AYRSHIRE—*cont.*	£ s. d.		£ s. d.
Craigie - - Par. 3	- - -	53	24 18 4
Craigmark - - 11	- - -	241	85 18 4
Cronberry, Eglinton Iron Company 11	- - -	—	0 16 8
Crosshands, Rural 5	- - -	40	15 0 0
Crosshill Female - 5	- - -	63	32 0 0
Crosshill - - G.A. 4	- - -	78	35 8 4
Crosshouse - Par. 4	150 0 0	122	54 0 0
Culroy - - Sess. 5	- - -	46	15 0 0
Cumnock, New - F.C. 4	- - -	106	66 10 0
Cumnock, Old - F.C. 4	- - -	176	33 5 0
Dailly - - F.C. 5	- - -	43	15 0 0
Dailly - - Par. 5	- - -	65	38 3 4
Dalmellington, Ironworks, Kerse 4	- - -	119	51 10 0
Dalmellington, Ironworks, Waterside - 11	- - -	373	132 10 0
Dalmellington, Joint.			
Dalry, Female Industrial Ch. of S. 4	- - -	155	67 0 0
Dalry - - - F.C. 5	66 10 0	229 / 20	111 6 8
Dalry, Kersland Barony - Ch. of S. 4	138 0 0	188	76 0 0
Dalry, Love Lane G.A. 11	- - -	50	14 0 0
Dalry - - - Par. 4	- - -	329	119 5 0
Darnconnor Ch. of S. 11	- - -	104	86 10 0
‡Darvel - F.C. *a*			
Darvel Hastings' United - - 12	- - -	120	66 10 0
Dipple Side - - 7	- - -	50	15 0 0
Dreghorn (Cross Roads) - Ch. of S.			
Dreghorn - - Par. 12	- - -	143	50 10 0
Drybridge, Subscription - Ch. of S. 5	205 0 0	27	10 0 0
Dundonald - Par. 5	- - -	45	20 0 0
Dundonald, Old Rome - - F.C.			
Dunlop - - F.C. 5	- - -	42	15 0 0
Eglinton, Iron Works - - 11	637 0 0	247	97 10 0
Fenwick - - Par. 1	- - -	40	18 0 0
Fenwick, Subscription - - 3	- - -	59	12 10 0
Fisherton - - G.A.	67 10 0		
Fullarton - - F.C. 4	156 3 4	205	107 10 0
Fullarton - - G.A. 4	- - -	152	77 15 0
Galston - - Par. 4	- - -	127	35 0 0
Galston, Public - 11	- - -	190	91 10 0
Girvan, Charity 5	195 0 0	94	34 13 4
Girvan - - F.C. 5	- - -	63	19 3 4
Girvan, Henrietta Street, Female.			
Girvan, Industrial Epis. 9	- - -	130	61 13 4
Girvan - - Par. 4	- - -	159	85 8 4
Glengarnock, Iron Works - 5	- - -	225	90 3 4
Grongar Side - Par. 6	- - -	37	19 3 4
Hairshaw (Fenwick) - - 1	- - -	33	15 0 0
Hurlford and Portland Iron Works Subscription - 11	497 3 6	—	3 16 8
Irvine Public and Industrial - 11	310 0 0 *b*	161 / 31 / 195	95 10 0 / 71 6 8
Kerse Colliery.			
Kilbirnie, Female Industrial - 4	115 16 3 / 203 0 0	87 / 100	29 6 8 / 41 0 0
Kilbirnie - - F.C. 5	- - -	159	97 0 0
Kilbirnie - - Par. 4		41	
Kilbride, West, Female Industrial - - 1	213 6 0	26	12 0 0
Kilbride, West - F.C. 4	- - -	58	38 15 0
Kilbride, West - Par. 1		126 / 33	62 0 0
‡Kilgrammie - Undl.			
Kilkerran (Hill Side) - - 5	- - -	70	21 10 0
Kilmarnock Academy.			
Kilmarnock - Epis.			
Kilmarnock, Female Industrial 12	- - -	150	58 0 0
Kilmarnock - Free 11	- - -	196	73 10 0
Kilmarnock, Industrial, High F.C. 4	- - -	82	43 0 0
Kilmarnock, Reformatory.	- - -	152	62 10 0
Kilmarnock - R. 5	140 13 4	288	136 10 0
Kilmarnock, Town Head District - 4	- - -	54	37 0 0
Kilmaurs, Female Burgh - 1	- - -	105	29 8 4
Kilmaurs - - Par. 4	- - -	259	125 0 0
Kilwinning - Par. 4			
Kingsford, Subscription - - 4	- - -	34	5 10 0
Kirkmichael Female - - 4	- - -	51	28 10 0
Kirkoswald, Female Industrial - - 4	- - -	41 / 64	10 16 8 / 18 3 4
Kirkoswald - Par. 5	- - -	216	98 0 0
Largs, Brisbane, Endowed - 10	- - -	*c*	6 0 0
Largs, Female Industrial - F.C. 10	- - -	60	30 10 0
Largs, Female Industrial Ch. of S. 5	103 2 6 / 225 15 0		
Largs - - - F.C.	- - -	114	46 13 4
Largs - - - Par. 5			
Largs, New (Lade Street) - F.C.	403 13 4 / 120 0 0	26	15 0 0
Lendal - Ch. of S. 5			
‡Loudoun - - Par.			
Lugar Iron Works Ch. of S. 11	577 0 0	298	112 6 8
Mauchline, New Educational Inst. 11	- - -	157	49 0 0
Mauchline - Par. 11	- - -	122	26 10 0
Maybole, Industrial - Epis. 9	- - -	93	56 13 4
Maybole, Female Industrial - F.C. 5	- - -	80	33 10 0
Maybole, West Church - - 4	- - -	152	55 15 0

a Amalgamated with Darvel Hastings United School.
b For two years.
c Amalgamated with Largs Brisbane Endowed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
AYRSHIRE—*cont.*	£ s. d.		£ s. d.
Monkton - - F.C.			
Muirkirk Iron Works - - 11	- - -	—	*a*
Muirkirk - - Par. 1	- - -	130	32 10 0
Newmilns - - F.C. 4	252 0 0	256	133 10 0
Newton-on-Ayr F.C. 4	180 0 0	115	64 0 0
Newton-on-Ayr Par. 11	- - -	246	47 0 0
Ochiltree - - F.C. 4	100 0 0	45	21 10 0
Perceton - - F.C. 5	- - -	90	29 3 4
Pinwhiry - Ch. of S. 5	100 13 8	27	21 10 0
Prestwich, Burgh Ch. of S. 12	- - -	51	21 10 0
Riccarton, New Street - - 5	- - -	98	15 0 0
Riccarton - - Par. 7	- - -	145	39 18 4
Riddance Works 11	- - -	102	34 10 0
Saltcoats - - F.C. 5	363 4 0	167	79 15 0
Saltcoats - - R.C. 4	- - -	56	15 16 8
Saltcoats, Ryle's Hill - - - Par.	*150 0 0		
Skelmorlie Undl. 5	202 0 0	61	35 0 0
Sorn - - - Par. 4	- - -	120	74 0 0
Stair - - - Par. 5	- - -	42	
Stevenston - Par. 4	- - -	166	66 10 0
Stewarton - - F.C. 4	158 0 0	74	48 0 0
Stewarton, Institution - - 11	- -	188	91 15 10
Straiton, Lady Hunter Blair's 4	- - -	27	5 0 0
Symington - F.C.			
Tarbolton, Female Subscription.			
Tarbolton - - Par. 4	- - -	135	71 0 0
Tarbolton, Subscription - - 4	- - -	101	55 10 0
Tarbolton - - Par. 4	- - -	135	71 0 0
Troon Academy Ch. of S.	167 10 0		
Troon - - F.C. 4	- - -	131	57 15 0
Wallacetown Works 12	- - -	57	20 0 0
Whitletts, Feuars 12	71 0 0	50	49 8 4
BANFFSHIRE.			
Aberchirder - G.A. 12	21 0 0	209	86 8 4
‡Alvah - - Par.			
Arradoul Female Industrial - 3	171 0 0	55	28 0 0
Banff - - F.C. 10	- - -	148	34 18 4
Banff, St. Andrew's - Epis. 5	- - -	68	44 5 0
Banff, Wilson's Educational Institution - Ch. of S. 10	*100 0 0	120	45 0 0
Bellie - - Par. 11	- - -	109	45 0 0
Blacklaw, Mixed Religious - 2	77 15 0	52	31 10 0
Boharm, Second Par. 11	214 0 0		
Botriphnie - Par.	- - -		
Buckie - Epis. 5	- - -	55	12 10 0
Buckie - - F.C. 10	- - -	215	82 10 0
Buckie - - R.C. 4	- - -	76	23 11 8
Buckie, United Pres.			
Cabrach Second Par. 2	- - -	40	16 5 0

a Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
BANFFSHIRE—*cont.*	£ s. d.		£ s. d.
Chapeltown - R.C. 4	- - -	92	64 0 0
Cullen - - F.C. 10	- - -	78	15 0 0
Cullen - - Par. 1	- - -	88	
Cullen Seatown -	31 17 3		
Deskford - - Par. 1	- - -	63	34 0 0
Deskford - - F.C.			
Dufftown, Mixed R.C. 4	- - -	66	29 0 0
Dunlugais, Female 1	- - -	34	20 0 0
Easterfield, Female 1	- - -	20	10 0 0
Edingight - Ch. of S. 12	- - -	*a*	
Enzie - - F.C. 3	- - -	75	32 10 0
Enzie, Society.			
Fordyce - - F.C.	69 0 0		
Fordyce, Industrial - Ch. of S.			
Forglen, Female - 1	- - -	52	
Glenlivat - - G.A. 2	- - -	42	18 0 0
Gleurinnes - G.A. 2	- - -	34	28 17 6
Grange (by Keith) - - F.C. 1	- - -	58	15 0 0
Grange - - Par. 2	- - -	64	25 0 0
Hilton (Banff) - Par. 1	- - -	62	15 0 0
Inveravon - - Par. 2	- - -	58	16 5 0
Inverkeithnie (Downies) - F.C. 1	- - -	34	15 0 0
Inverkeithnie - Par. 1	- - -	76	10 0 0
Keith - - F.C. 10	- - -	113	51 0 0
Keith - - Par. 11	- - *b*	182	71 0 0
		182	91 10 0
Keith - - R.C. 4	- - -	33	3 6 8
Kirkmichael - Par. 3	- - -	41	16 10 0
Linhead, Female - 1	- - -	71	10 0 0
Longmanhill, Lord Fife's - 1	- - -	57	35 10 0
Lynn of Shenval (Glenlivat) - 2	- - -	45	15 0 0
Macduff - - F.C. 10	353 11 0	311	132 10 0
Macduff - - Par. 11	- - *b*	105	72 10 0
		99	46 13 4
Marnock, New - F.C. 1	- - -	141	124 10 0
Mortlach, Dufftown, Female - Ch. of S. 2	297 12 0	101	39 8 4
Mortlach - - Par. 2	- - -	92	34 0 0
New Mill, Society's 2	- - -	54	32 10 0
Ordiquhill - Par. 1	- - -	88	15 0 0
Park, Girls' - 1	- - -	68	39 0 0
Pitgair, Female Par. 1	- - -	58	20 0 0
Port Gordon Ch. of S. 2	- - -	73	35 10 0
‡Portnochie - G.A.			
Portsoy, Female Industrial - 11	107 0 0	52	17 10 0
Portsoy, Grammar Par. 11	180 0 0	160	49 0 0
Portsoy, Society's 11	- - -	76	15 0 0
Protston Hill - Par. 1	- - -	82	33 6 8
Rathven - - Par. 2	- - -	67	17 15 0
Rothiemay, Female - Par. 2	- - -	40	14 0 0
Rothiemay - F.C. 1	- - -	107	40 0 0
Rothiemay - Par. 2	- - -	26	16 10 0
Tomintoul, Female - - 3	- - -	25	15 0 0
Tomintoul, Parliamentary - Par. 3	- - -	82	68 13 4
Tomintoul - - R.C. 4	- - -	90	57 15 0
Whitehills - G.A. 1	- - -	68	

For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
BERWICKSHIRE.	£ s. d.		£ s. d.
Abbey, St. Bathan's Par. 3	- - -	34	20 0 0
Allanton.			
Allanton, Female 3	- - -	24	11 0 0
Auchincrow - 3	175 0 0	54	32 10 0
Ayton, Female.			
Ayton, Infant and Sewing - 3	- - -	53	32 10 0
Ayton - - Par. 3	- - -	67	15 0 0
‡Berwick, Girls, Industrial.			
Birgham, District Ch. of S.			
Boston - - F.C. 2	- - -	112	67 0 0
Burnmouth - G.A. 3	188 0 0	66	20 0 0
Cranshaws - Par. 3	- - -	30	20 0 0
Dunse - - Par. 3	- - -	86	23 2 6
Earlstown - - F.C. 2	- - -	72	35 0 0
Edron - - Par. 3	- - -	22	23 6 8
Eyemouth - - F.C. 2	225 0 0	195	91 3 4
Eyemouth - Par. 3	- - -	174	66 5 0
Greenlaw - - F.C. 2	245 10 0	119	60 10 0
Lauder - - F.C. 2	- - -	102	55 10 0
Lauder, Industrial and Infants - - 4	- - -	46	29 3 4
Lauder - - Par. 4	- - -	88	27 10 0
Leitholm - - F.C.			
Mertown - - Par. 3	- - -	65	23 0 0
Millbun - - 3	- - -	38	29 3 4
Milne Graden - Par. 3	- - -	26	21 10 0
Ninewells - Ch. of S. 3			
Paxton, Girls and Infants - - Par. 3	- - -	51	17 15 0
Paxton Village Ch. of S. 3	- - -	36	21 10 0
Renton (late Houndwood Grant's House)	50 0 0		
Reston - - Par. 3	68 0 0	67	16 10 0
Swinton - - F.C. 2	- - -	69	22 15 0
BUTESHIRE.			
Brodick - - Par. 7	- - -	64	35 10 0
Bute, Ragged Industrial.			
Corrie (Arran) Endowed - - 7			
Cumbrae (Isle of) F.C. 10	- - -	68	25 0 0
Kingarth - - F.C.			
Lamlash, Female Industrial - 7	- - -	39	7 0 0
Lamlash - - Par. 7	- - -	47	18 0 0
Port Bannatyne F.C. 10	- - -	25	11 5 0
Rothesay - - G.A.	118 0 0		
Rothesay, East - F.C. *a*			
Rothesay, East and West - F.C. 10	- - -	225	37 10 0
Shiskine Side - Par. 8	- - -	51	7 10 0
Sliddery - - G.A. 7	- - -	24	21 10 0
Whitingbay, Female - - - 7	- - -	27	13 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
CAITHNESS-SHIRE.	£ s. d.		£ s. d.
‡Achow - - F.C.			
Barrock - - G.A. 7	- - -	66	25 0 0
Berriedale - G.A. 7	- - -	31	15 0 0
‡Bruan - - F.C.			
Canisbay - - F.C. 4	- - -	36	6 5 0
‡Canisbay - - Par.			
Dunbeath, Female - - 7	- - -	42	14 0 0
Dunn - - -			
‡Dunnet - - Par.			
Forss - - - G.A. 7	- - -	32	12 10 0
Freswick - - G.A. 7	- - -	30	23 0 0
Gersa - - - F.C. 4			
Greenland - - F.C. 4	- - -	44	16 10 0
Halkirk, Congregational - - F.C. *b*			
Halkirk, Female F.C. 4	- - -	46	14 0 0
Halkirk - - Par. 7	- - -	51	35 0 0
John o'Groats - G.A. 7	- - -	52	12 10 0
‡Keiss, Congregational.			
Keiss, Parliamentary - - - 7	- - -	32	18 0 0
Latheron - - Par. 7	- - -	86	65 10 0
Leurery - - G.A. 7	- - -	74	32 10 0
Lybster - - F.C. 4	83 0 0	122	64 0 0
‡Mey Society's Ch. of S.			
‡Newlands - - F.C.			
Olrig, Female - 4	- - -	57	29 0 0
Olrig - - - F.C. 4	- - -	65	39 2 6
Pulteneytown Academy - - 7	*400 0 0	144	69 0 0
Pulteneytown - F.C. 4	112 0 0	137	62 0 0
Staxigoe Society's.			
Stroma Society's.			
Thrumster - G.A.			
Thurso, Benevolent Female - 4	- - -	105	64 14 2
Thurso - - F.C. 4	- - -	122	67 5 0
Toftingall - G.A. 7	- - -	25	18 0 0
Ulbster Society's.			
Watten - - F.C. 4	262 0 0	36	13 15 0
Watten - - Par. 7	- - -	36	18 0 0
Wick - - - F.C. 4	- - -	271	127 0 0
CLACKMANNANSHIRE.			
Alloa - - Epis. 2	- - -	179	91 3 4
Alloa, Juvenile and Infants' - 6	401 0 0	160	72 5 0
Alloa, Ragged and Industrial - *c*			
Causeway Head District - - 3	- - -	45	29 3 4
Clackmannan Ch. of S. 6	140 0 0	114	54 0 0
Clackmannan, Female - - - 6	- - -	55	11 5 0
Coalsnaughton, Subscription. - *c*			
Devon Alloa Colliery - - 11	- - -	46	
Forestmill, Subscription - - 3	- - -	29	11 5 0

a Amalgamated with Rothesay East and West F.C. *b* School ceased to exist.
c Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
CLACKMANNAN—*cont.*	£ s. d.		£ s. d.
Kennet Village - 6	- - -	49	32 10 0
Menstrie, Subscription - - 11			*a*
‡Sauchie, Subscription.			
Tillicoultry Academy - - 11			*a*
Tillicoultry - Par. 11	- - -	123	39 0 0
Tullibody, Subscription - - Par. 11	- - -	143	37 10 0
DUMBARTONSHIRE.			
Alexandria - F.C. *b*	120 0 0		
Alexandria, Anne Street - - F.C. 11	- - -	157	62 0 0
Alexandria - Par. 10	250 0 0	165	77 6 8
Alexandria Village - - - 10	- - -	49	7 10 0
Arrochar - - Par. 2	- - -	43	15 0 0
Bonhill (Mrs. Ewing's) Female Industrial - *b*			
Bonhill, Female Sess. 10	- - -	43	35 0 0
Bonhill - - Par. 10	- - -	137 / 137	66 0 0
Bowling, Public 10	- - -	62	13 15 0
Cardross - - F.C. 1	- - -	30	13 0 0
Cardross - - Par. 2	- - -	82	15 0 0
Cumbernauld, Female - - 3	- - -	78	22 10 0
Cumbernauld - Par.			
Dalmonach Endowed - Ch. of S. 10	- - -	100	70 10 0
Dalmuir, Subscription.			
Dumbarton, Burgh Academy - F.C. 12	- - *c*	297 / 333	81 15 10 / 150 13 4
Dumbarton - Epis. 9	- - -	131	49 0 0
Dumbarton - F.C. 12	112 0 0		
Dumbarton - R.C. 4	- - -	95	51 10 0
Dumbarton - Wes. 10	- - -	86	51 17 6
‡Duntocher - F.C.			
Duntocher Works 12	- - -	102	31 10 0
Faifley - - Ch. of S.			
Gairlochhead, Public 2	- - -	30	15 0 0
Garscadden Works 12	- - -	—	9 3 4
Helensburgh - F.C. 11	240 0 0	99	66 10 0
Helensburgh, Grant Street Mission 12	- - -	167	78 0 0
Helensburgh, Quoad Sacra - Ch. of S. 10	- - -	155	67 10 0
Helensburgh, Ragged Industrial.			
Helensburgh, Trinity - - - Epis.			
Jamestown (Bonhill) - - - F.C. 11	- - -	69	41 10 0
Kilcreggan - F.C. 12	423 9 0	58 / 59	21 10 0 / 25 0 0
Kilpatrick, New Par. 2	- - -	37	14 0 0
Kilpatrick (Old) F.C. 12	- - -	117 / 129	22 18 4 / 54 0 0
Kilpatrick (Old) Par.			

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DUMBARTON—*cont.*	£ s. d.		£ s. d.
Kirkintilloch Industrial - - 3	- - -	111	21 10 0
Kirkintilloch, Kerr Street, Self-supporting - - 3	- - -	101	44 0 0
Kirkintilloch (The Oswald and Kirk-Session) Ch. of S. 11	650 0 0	128	76 10 0
Knockderry, Mixed 2	- - -	21	21 10 0
Luss - - - Par. 2	- - -	31	23 0 0
Milton, Public - 12	168 10 0	91	39 0 0
Muirhead, South 3	- - -	33	12 10 0
Muirland Side - G.A.			
Renton, Female - G.A. 10	- - -	65	33 7 6
Renton, Infant and Female Industrial - - F.C. 11	- - -	53	14 0 0
Renton, Public - F.C. 11	- - -	91	72 3 4
Shandon - - F.C. 11	- - -	24	18 0 0
Waterside - - Undl.	87 5 0		
DUMFRIESSHIRE.			
Annan, Infant and Industrial - - G.A. 6	- - -	253	82 15 0
Annan Bonshaw Par.	200 0 0		
Annan - - Par.			
Brydekirk Infant and Female Industrial - - 6	88 18 0	73	32 10 0
Brydekirk - Par. 6	145 0 0	36	10 0 0
Capenoch, Infant 6	- - -	47	15 0 0
Carlaverock - Par. *d*			
Collin (Torthorwald) Side - Par. 6	- - -	67	18 0 0
Cummertrees - Par. 6	- - -	64	40 16 8
Dumfries - - Epis. 3	- - -	96	43 16 8
Dumfries (Catharinefield) - - Par. 6	- - -	47	15 0 0
Dumfries, Ladies' Benevolent Society's - - 6	27 11 8	200	92 10 0
Dumfries, Mission - - - F.C. 4	- - -	138	35 0 0
Dumfries and Maxwelltown Educational Society's Common - - -	96 0 0		
Dumfries and Maxwelltown Ragged and Reformatory.			
Dumfries, St. Andrew's - - R.C. 5	- - -	94	35 0 0
Dunscore - - F.C.	212 0 0		
Eaglesfield Branch Parish and Assembly - 6	- - -	76	27 10 0
Ecclefechan - F.C. 4	- - -	55	24 11 8
Ecclefechan, Infant and Industrial - - 6	*50 0 0	56	33 0 0
Gasstown - - Par.	45 0 0		
Glencairn - - F.C. 4	- - -	61	23 0 0

a Due, but not paid. *b* School closed. *c* For two years. *d* Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.		Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
		£ s. d.		£ s. d.
DUMFRIES—*cont.*				
Glencaple	6	- - -	59	20 0 0
Goodhope - Ch. of S.	6	- - -	71	34 10 0
Hightae - F.C.	4	11 0 0	55	15 0 0
Hoddam - Par.	6	- - -	95	50 10 0
Holywood - Par.	6	- - -	71	27 15 0
Keir Lower - Par.	6	- - -	43	25 1 8
Kirkmahoe - F.C.	4	- - -	51	
Kirkpatrick Fleming - F.C.				
Kirkpatrick, juxta Parish	6	- - -	97	37 10 0
Langholm - F.C.	4	207 0 0	143	45 0 0
Langholm, Infant.				
Langholm - Par.	6	- - -	134	63 16 8
Locharbriggs - G.A.		50 0 0		
Lochmaben - F.C.	4	15 0 0	48	21 10 0
Lochmaben - Par.	6	208 9 0	133	48 3 4
Lockerby, Industrial - F.C.	4	320 0 0	47	46 0 0
Mousewald - Par.	6	- - -	102	22 5 10
Newton, Girls' -	6	- - -	32	13 0 0
Penpont - Par.	6	- - -	98	47 10 0
Ruthwell, Female and Industrial	6	- - -	36	15 0 0
Ruthwell - F.C.	4	- - -	31	15 0 0
Sanquhar - Par.	6	- - -	158	66 15 0
Shielhill, Tinwald - Par	6	- - -	38	16 10 0
Sibbaldie - Par.	6	- - -	51	29 11 8
Tinwald (Amisfield) - Par.	6	54 0 0	59	18 0 0
Tynron - Par.	6	- - -	19	18 0 0
Trohoughton - G.A.		30 0 0		
EDINBURGHSHIRE.				
Balerno, Subscription Ch. of S.	2	208 16 6	88	23 0 0
Barnton (late Lauriston), Female Industrial	1	- - -	50	33 0 0
Bellsquarry, Subscription -	2	- - -	49	15 0 0
Bonnyrigg, Girls	4	- - -	107	7 10 0
Borthwick, Gorebridge, Heritor's -	2	- - -	46	27 15 0
Borthwick - Par.	2	- - -	64	40 18 4
Calder, East, Subscription -	2	192 2 6	104	47 15 0
Calder, Mid, Female -	3	90 0 0	85	15 16 8
Calder, West - Par.	2	- - -	185	70 8 4
Calder, West, Subscription -	3	- - -	71	21 10 0
Carrington - Par.	1	- - -	62	20 0 0
Cockpen - F.C.	2	168 0 0	144	37 15 0
Colinton and Currie - F.C.	1	117 0 0	54	21 10 0
Coltbridge (Lord Mackenzie's) - F.C.	2	103 10 0	96	49 3 4
Corstorphine - Par.	2	- - -	98 6	30 10 0
Cousland, District - F.C.	1	177 1 6	61	15 0 0
EDINBURGH—*cont.*				
Cramond - F.C.	2	124 0 0	46	61 0 0
Cramond, Lennie	1	85 0 0	41	20 0 0
Cramond - Par.	1	- - -	44	23 0 0
Crichton, Female Par.	2	- - -	95	32 13 4
Dalkeith Academy - F.C.	1	248 0 0	253	116 3 4
Dalkeith, Duke of Buccleuch's -	1	- - -	87	9 12 6
Dalkeith, Buccleuch, Infants	1	- - -	87	37 0 0
Dalkeith - Par.	1	- - -	73	20 8 4
Dalkeith, Poors Sess.				
Dalkeith - Sess.	1	- - -	38 15	9 3 4
Dalkeith, St. David's - R.C.	2	- - -	67	32 10 0
Dalkeith, St. Mary's - Epis.	11	- - -	149	42 10 0
Dalmahoy, St. Mary's - Epis.	11	- - -	—	4 3 4
Davidson's Mains Ch. of S.	1	- - -	92	29 0 0
Edinburgh, Buccleuch - Sess.	7	*750 0 0	70	10 0 0
Edinburgh, Canongate - Burgh	7	250 0 0	192	67 5 0
Edinburgh, Canongate - Sess.	*a*	*350 0 0		
Edinburgh, Canongate, Christian Society's (Male) -	7	- - -	128	30 0 0
Edinburgh, Canongate, Christian Society's (Female) -	7	- - -	128	35 5 0
Edinburgh, Canonmills, St. Mary's F.C.	6	150 5 0	106	63 16 8
Edinburgh, Causewayside - F.C.				
Edinburgh, Chalmers', Westport, Terriorial - F.C.	7	- - -	199	106 10 0
Edinburgh, Dean Chalmers' - F.C.	6	- - -	169	82 10 10
Edinburgh, Dr. Thomson's - F.C.				
Edinburgh, Fountain Bridge - F.C.	6	145 0 0	267	116 16 8
Edinburgh, Fountain Bridge, West, Female Industrial	1	- - -	186	61 0 0
Edinburgh, Free High Ch. (Advocate's Close)	5	- - -	98	19 13 4
Edinburgh, Free, New North - F.C.	7	- - -	243	79 10 0
Edinburgh (Greenside), Dr. Bell's	7	- - -	403	134 15 0
Edinburgh, Greenside, Infants -	7	148 0 0	71	42 10 0
Edinburgh, High Church - Sess.				
Edinburgh, High Riggs, St. Cuthbert's - F.C.	6	- - -	129	61 2 6

a School closed.

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EDINBURGH—*cont.*	£ s. d.		£ s. d.
Edinburgh, Holyrood - - - F.C. 6	- - -	192	86 11 8
Edinburgh, John Street, Indust. 5	- - -	82	34 0 0
Edinburgh, Lancasterian - - 2	- - -	510	199 15 0
Edinburgh, Leven Lodge.			
Edinburgh, Marionville, Original, Ragged.			
Edinburgh, Model F.C. 6	303 0 0	966	340 6 8
Edinburgh, Niddry St., Dr. Bell's Ch. of S. 7	- - -	541	172 8 4
Edinburgh, Northern District - F.C. 7	605 0 0	155	86 10 0
Edinburgh, New Grey Friars - Sess.	254 0 0		
Edinburgh, Old Grey Friars - G.A.	*845 0 0		
Edinburgh, Original Ragged Industrial (Ramsay Lane).			
Edinburgh, Pilrig F.C. 6	226 0 0	212	105 3 4
Edinburgh, Pleasance Territorial F.C. 7	281 0 0	244	119 10 0
Edinburgh, Practising - G.A. 10			*b*.
Edinburgh, Roseburn - F.C. 1	- - -	47	21 10 0
Edinburgh, Roxburgh Street - F.C.			
Edinburgh, St. Andrew's Hall Epis. 11	- - -	184	76 6 8
Edinburgh, St. Andrew's - R.C. 2	- - -	169	70 11 8
Edinburgh, St. Ann's, Niddry Street - - R.C. 2	- - -	421	69 10 0
Edinburgh, St. Bernard's - Sess. 1	23 6 8	178	81 0 0
Edinburgh, St. Catherine's - R.C. *a*			
Edinburgh, St. Columba's - Epis. 11	280 0 0	*b*	
Edinburgh, St. George's - Epis. 11	- - -	84	35 10 0
Edinburgh, St. George's Local G.A. 4	- - -	343	132 10 0
Edinburgh, St. Ignatius - - R.C. 2	- - -	163	52 13 4
Edinburgh, St. John's, Practising - - - 11	- - -	280	130 16 8
Edinburgh, St. John's - - Par. *c*			
Edinburgh, St. Mary's Female Indust. Epis. *d*			
Edinburgh, St. Mary's - - R.C. *a*			
Edinburgh, St. Mary's (Horse Wynd), Infants R.C.			

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EDINBURGH—*cont.*	£ s. d.		£ s. d.
Edinburgh, St. Mary's (Lothian Street) - - R.C. 2	1,200 0 0	258	164 10 0
Edinburgh, St. Mary's, Canonmills - Sess. 7	- -	288	139 0 0
Edinburgh, St. Patrick's (Market Street) - - R.C. 2	- - -	182	84 0 0
Edinburgh, St. Paul's (Carrubber's Close) - Epis.			
Edinburgh, St. Paul's District F.C. 7	300 0 0	381	151 0 0
Edinburgh, Stockbridge - F.C. 6	- - -	219	80 16 8
Edinburgh, St. Stephen's - G.A.	*800 0 0		
Edinburgh, Thistle Street (McLean's) Ch. of S. 3	- - -	118	73 16 8
Edinburgh, Tolbooth - - F.C. 7	- - -	141	45 0 10
Edinburgh, Tolbooth - - Sess.	*600 0 0		
Edinburgh, Trinity - - Epis. 11	- - -	250	83 3 4
Edinburgh, Tron Church, Female. Industrial - 2	- - -	90	60 0 0
Edinburgh, United Industrial.			
Edmonstone, Colliery - Ch. of S. *c*	- - -		
Edmonstone, Female - Ch. of S. 4	- - -	62	31 10 0
Fisherrow, English 1	- - -	96	76 10 0
Fisherrow - - F.C. 1	- - -	130	63 0 0
Fisherrow, Back of (Ragged) - F.C. 1	204 0 0	107	35 0 0
Gilmerton, Female.			
Glencross - - Par. 2	- - -	114	39 14 2
Gogar, Female Ch. of S.			
Juniper Green, Female - Ch. of S. 2	80 0 0	54	37 10 0
Kirknewton - Par. 2	- - -	50	24 3 4
Lasswade - - Par. 4	- - -	91	34 2 6
Lasswade, Subscription - - 4			
Lasswade, Whitesbill Colliery Ch. of S. 4	- - -	148	63 0 0
Leith, Hay's Mechanics' - - 4	- - -	125	32 10 0
Leith - - R.C. 2	- - -	—	1 5 0
Leith, St. James' Epis. 11	735 0 0	428	187 5 0
Leith, St. John's F.C. 7	*550 0 0	234	122 0 0
Leith, St. Ninian's F.C. 7	*490 0 0	140	115 0 0
Leith, South - F.C. 7	650 0 0	284	93 6 8
Leith, South - Par.			
Leith, Victoria - F.C. 7	- - -	100	15 0 0
Liberton - - F.C. 3	- - -	64	6 5 0
Loanhead, Subscription - - 4	115 4 0	168	84 15 0
Meadowbank, Female Industrial - Ch. of S. *d*			

a Now forms part of St. Mary, Lothian Street, R.C.
b Due, but not paid.
c School discontinued.
d Removed from inspection.

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EDINBURGH—*cont.*	£ s. d.		£ s. d.
Morningside - F.C.	108 15 0		
Morningside, Subscription - - 3	- - -	84	32 6 8
Musselburgh Ch. of S. 2	- - -	71	53 10 0
Nellfield, Infant (Private) - Ch. of S. 2	- - -	42	11 0 0
Newbattle - - Par.			
Newbattle (Collieries) - Ch. of S. 4	- - -	216 35	80 15 0
Newbiggin - F.C. 1	- - -	167	55 10 0
Newhaven, Free Fisherman's Society - - 7	- - -	84	30 10 0
Newhaven, Madras Ch. of S, 3	*311 0 0	213	89 16 8
Newington, Ch. Congl. 2	- - -	105	44 6 8
Newington - F.C. 7	300 0 0	243	115 10 10
Newlandrig, Subscription - - 2	- - -	46	10 0 0
Newton (Dalkeith) Par. 4	- - -	71	32 10 0
Pathhead Ford - F.C. *a*			
Penicuick - Ch. of S. 4	188 0 0	94	48 0 0
Penicuick - - F.C. 2	81 0 0	108	55 8 4
Portobello - - Epis. 11		*b*	
Portobello, Female 1	- - -	78	40 0 0
Portobello - - F.C. 7	- - -	74	23 0 0
Ratho, Female Ch. of S. 2	- - -	50	35 3 4
Ratho, New Subscription Ch. of S. *a*			
Roslin - - F.C. 3			
Roslin, Subscription - - - 4	- - -	57	15 0 0
Slateford, St. Cuthbert's, Subscription - - 2	*100 0 0 139 10 0	104	35 3 4
Stobhill - " - G.A. 4	202 10 0	167	35 10 0
‡Stobhill, Mission F.C.			
Stow - United Pres. 1	- - -	49	25 0 0
Temple - - F.C.			
Valleyfield, Infant and Industrial - - 2	- - -	91 73	63 13 4
Water of Leith, Original Infant 7	- - -	112	54 0 0
Whitehill (Dalkeith), Colliery 4	- - -	—	3 15 0
Wilkieston - F.C. 2	117 0 0	82	39 0 0
ELGINSHIRE.			
Advie Side - Par. 11	- - -	27	12 10 0
Archiestown - G.A.	101 0 0		
Bishopmill - G.A. 11	289 0 0	111	55 8 4
Burghead - - F.C. 11	- - -	133	44 0 0
Burghead - - G.A. 11	- - -	*b*	
Clackmarras District.			
Dallas, Girls, Industrial - - 2	- - -	21	21 13 4
Duffus - - Par. 12	- - -	61	38 0 0
Elchies - - Par. 2	- - -	53	16 10 0
‡Elchies, Second Par.			

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EDINBURGH—*cont.*	£ s. d.		£ s. d.
Elgin, Anderson's Institution, Free 11	- - -	243	73 15 0
Elgin - - - Epis. 8	166 0 0	61	43 3 4
Elgin, Girls - 10	*150 0 0 79 13 0	228	96 10 0
Elgin, Trades - 10	*120 0 0	121	52 0 0
Findhorn - - 11	- - -	70 67 *c*	18 0 0 20 0 0
Fochabers, Milnes' Free - Ch. of S. 10	- - -	269	46 15 0
Forgie, Female.			
Forres - - Epis. 8	- - -	123	49 10 0
Forres, Female Industrial - 11	70 0 0	98	53 0 0
Forres, Infant - 11	- - -	161	48 10 0
Garmouth, Christian Society's - - 2	- - -	49	15 0 0
Garmouth - - F.C. 11	80 0 0	61	26 10 0
Hopeman - - F.C. 11	- - -		16 10 0
Hopeman - - G.A. 11	- - -	58 68 *c*	40 0 0 20 16 8
Kinloss - - Par. 2	- - -	39	
Kintessack (Dyke) 3	- - -	43	19 0 0
Knockando, Female Industrial - 2	124 10 0	25	16 13 4
Logie - - - 3	- - -	105	50 10 0
Lossiemouth - F.C. 11	- - -	117 115 *c*	45 10 0 62 0 0
Lossiemouth, Boys G.A. 11	522 1 6	192	79 16 8
Lossiemouth, Girls G.A. 11	- - -	92	47 13 4
Rafford the Burgie - - - 3	- - -	66	15 0 0
Rafford the Reade, Female Industrial 3	- - -	31	13 0 0
Rothes Society, Female - - 2	- - -	52	31 10 0
St. Andrew's, Lhanbryd - Par. 2	- - -	44	34 0 0
‡Speymouth - Par.			
Spynie - - Par. 2	- - -	38	16 5 0
Urquhart - - F.C. 3	- - -	84	25 0 0
Urquhart - - Par.			
FIFESHIRE.			
Aberdour - - F.C. 11	- - -	40	20 0 0
Aberdour - - Par. 4	- - -	89	53 0 0
Andrew's, St. (Fisher's) Ch. of S. 7	360 0 0	233	100 5 0
Andrew's, St., Infants - Ch. of S. 7	200 0 0	88	13 15 0
Andrew's, St. (Madras College) - - - 7			
Anstruther, Easter F.C. 11	222 0 0	187 202 *c*	48 0 0 37 10 0
Auchtermuchty F.C. 3	65 0 0	102	42 15 10
Auchtermuchty, Madras - - 5	278 0 0	121	53 16 8
Auchtermuchty Par. 5	- - -	123	60 0 0
Balmerino - Par. *d*			
Blebo Craigs, Girls' *a*			
Bogie, West - F.C. 6	38 15 0	42	10 8 4

a School closed. *b* Due, but not paid. *c* For two years. *d* Removed from inspection

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FIFESHIRE—*cont.*	£ s. d.		£ s. d.
Bonerbo, Female 3	- - -	51	20 0 0
‡Boreland - - Par.			
Brunton, Flisk, and Creich - F.C.	80 0 0		
Buckhaven Links 6	- - -	93	38 15 0
Buckhaven Village, Subscription - 6	500 0 0	131	74 0 0
Burnside, Subscription - 3	- - -	82	38 0 0
Burnside, Endowed	45 10 0		
Burntisland Burgh 6	- - -	164	89 16 8
Burntisland - Epis. 11	- - -	59	22 10 0
Burntisland Infant - - F.C. 10	- - -	199	79 0 0
Cameron - - Par. 5	- - -		18 0 0
Carnbee - - F.C. 3	151 0 0	46	24 0 0
Cellardyke, Female 6	*110 0 0	92	46 10 0
Ceres, Female Industrial.			
Ceres - - - Par. 5	- - -	101	101 13 4
Cluny, Colliery Ch. of S.			
Colinsburgh, Self-supporting - 5	95 0 0	58	23 6 8
Collessie - - Par. 5	- - -	74	42 9 2
Collessie - - F.C.	120 0 0		
Crail - Burgh 6	- - -	96	26 17 6
Crail, Town and Par. - - 6	- - -	96	44 5 0
Cupar, Madras Academy Ch. of S. 7	- - -	170	34 0 0
Cupar, Madras Academy, South Branch - - 7	170 0 0	200	32 5 0
Dairsie - - Par. 6	- - -	49	16 10 0
‡Dairsie - - F.C.			
Dalgety - Par. 4	- - -	84	39 0 0
Denhead, Subscription - Ch. of S.	67 10 0		
Denino - Ch. of S. 5	- - -	47	16 10 0
Donibristle, Colliery 6	- - -	77	21 13 4
Dunbog - - Par. 5	- - -	56	15 0 0
Dunfermline Abbey F.C. 10	400 0 0	123	60 5 0
Dunfermline, Female Industrial Ch. of S. 7	645 0 0	563	167 0 0
Dunfermline, Golfdrum (M'Lean's) G.A. 7	367 0 0	288	105 0 0
Dunfermline, St. Leonard's Works 7	- - -	249	134 10 0
Dunfermline, Trinity - - Epis.			
‡Dunfermline, Wilson's Institution.			
Dunshelt - Ch. of S.			
Dysart, Burgh and - - - Par.			
Dysart, Industrial 7	- - -	119	25 0 0
Dysart, Subscription 7	*330 0 0	65	20 0 0
" " "	140 0 0		
Earlsferry, Infant and Industrial F.C. 10	78 0 0	51	35 0 0
Earlsferry, Subscription - - 5	112 17 8	54	22 10 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
FIFESHIRE—*cont.*	£ s. d.		£ s. d.
Easter Fernie, Boys' - - Sess.	88 0 0		
Elie - - - Par. 5	- - -	72	38 0 0
Elie, Female and Infant - - 5	- - -	37	6 13 4
Falkland - - Par. 5	- - -	102	47 15 10
Ferryport-on-Craig F.C. 7	124 0 0	169	62 0 0
Ferryport-on-Craig Par. 5	- - -	123	40 3 4
Flockhouse - F.C. 3	- - -	67	17 10 0
Forgan - - Par. 5	- - -	60	18 0 0
Forth, Iron Works 6			
Freuchie, Girls - *a*			
Freuchie, Subscription - - 5	- - -	174	81 6 8
Gallatown, Subscription - - 11	434 16 0	143	70 0 0
Gilston, New, Subscription Ch. of S.	53 0 6		
Kelty - - - F.C. 3	- - -	90	41 6 8
Kembach - - Par.			
Kennoway - - Par. 6	- - -	106	52 0 0
Kettle - - Par. 5	- - -	123	45 0 0
Kettlebridge, Subscription - 4	- - -	60	15 0 0
Kilconquhar - Par. 5	- - -	108	36 10 0
Kilmany - - Par. 6	- - -	74	27 10 0
Kinghorn - - F.C. 10	- - -	37 / 39	25 0 0
Kingsbarns - Par. 6	- - -	132	55 15 0
Kirkaldy, Burgh G.A.			
Kirkaldy, Industrial Ragged.			
Kirkcaldy, Stewart's Lane, Female Subscription - - 10	- - -	114	22 0 0
Ladybank - Ch. of S. 5	340 5 0	92	64 0 0
Largo Durham Charity Ch. of S. 5	144 0 0	112	48 0 0
Largoward, Subscription - - 5	- - -	55	23 0 0
Lassodie, Colliery 6	- - -	89	15 0 0
Leslie - - - Par. 6	*430 0 0	128	65 0 0
‡Letham, Lady Leven's.			
Letham, Subscription - Ch. of S. *b*			
Leuchars - - Par. 5	- - -	101	20 0 0
Leven - - F.C. 10	- - - *c*	138 / 171	56 10 0 / 54 0 0
Limekilns, Village 6	- - -	85	47 0 0
Lochgelly (Iron Company's) Ch. of S. 6	387 15 0	366	153 13 4
Lumphinnans, Colliery - - - 3	- - -	62	16 10 0
Lundin Mill, Subscription - 5	330 0 0	124	64 16 8
Markinch - - F.C. 10	- - -	95	64 10 0
Markinch, Lady Balfour's - 6	- - -	87	16 5 0
Monance St., Infants - G.A. 6	125 0 0	27	10 0 0
Monance, St. - Par. 6	- - -	61	21 10 0
Monimail - - Par. 4	- - -	43	21 10 0

a Amalgamated with "Freuchie Subscription." *b* School closed. *c* For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
FIFESHIRE—*cont.*	£ s. d.		£ s. d.
Monimail - - F.C.	90 0 0		
Newburgh, Madras, Female - Ch. of S. 6	318 0 0	88	52 19 2
Newburgh - Par. 6	- - -	171	79 15 0
Newport - - F.C. 7	182 0 0	100	42 10 0
Pathhead and Sinclairtown, Subscription - 10	338 10 0	318	127 0 0
Pitlessie - - F.C. 7			
Pittenweem, Burgh 6	76 0 0	77	18 0 0
Pittenweem, Infant - - - 6	- - -	43	17 10 0
Prinlaws Works 6	- - -	258	42 6 8
Raith, Little Colliery - Ch. of S. 6	- - -	159	68 10 0
Scoonie - - Par. 6	- - -	115	35 10 0
Sinclairtown, Hawklymuir, and Parkhead, Subscription - 6	- - -	100	44 0 0
Springfield - F.C. 7	219 0 0	64	16 2 6
Star, Subscription 6	- - -	93	36 10 0
Strathkinness Ch. of S. 5	- - -	89	37 10 0
Strathkinness - F.C. 7	100 0 0	112	42 10 0
Strathmiglo, Subscription - 5	- - -	120	68 6 8
Torryburn - - Par. 6	- - -	86	37 10 0
Thornton - - G.A.	180 0 0		
Townhill, Colliery.			
Wemyss, Colliery, Girls - - 6	- - -	63	10 0 0
Wemyss, East - F.C. 10	378 0 0	85	52 10 0
Wemyss, East - Par. 6	- - -	131	66 6 8
FORFARSHIRE.			
Airlie - - - Par. 5	- - -	46	15 0 0
Aldbar, Private - 5	- - -	40	11 5 0
‡Arbilot - - Par.			
Arbroath, Dale Cottage Reformatory.			
Arbroath, Abbey Church - -	240 0 0		
Arbroath, East - F.C. 11	- - -	124	58 0 0
Arbroath, Educational Society's - - F.C.			
Arbroath - - Par. 6	- - -	320	104 18 4
Balkello, Self-supporting Ch. of S. 5			
Barrie - - F.C. 1	70 0 0	45	21 10 0
Blacklunnans - G.A.			
Bonniton - F.C. 1	168 0 0	45	25 0 0
Braes of Coull Ch. of S. 5	- - -	40	15 0 0
Brax, The Gwynd 5	- - -	39	20 0 0
Brechin - - F.C. 11	177 10 0	175	72 0 0
Brechin - - Par.			
Brechin, St. Andrew's - - Epis.			
Brechin, Infant	*220 0 0		
Brechin, the Tenements - 10	569 0 0	321	108 10 0
		a363	154 15 0
Broughty Ferry F.C. 5	186 0 0	160	88 3 4
Broughty Ferry, Industrial - b			

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.
Broughty Ferry (West Ferry) - Sess. 7	- - -	122	40 10 0
Burnside of Inshewan - - G.A.	90 0 0		
Carmyllie Greystone - - F.C. 3	744 12 6	53	40 16 8
Carnoustie - F.C. 5	460 0 0	231	104 10 0
Carnoustie, Subscription.			
Carnoustie, Female United Pres. 5	- - -	50	11 13 4
Charleston - 5	- - -	73	10 0 0
Clova, Subscription - - 5			
Collisston - - F.C. 1	- - -	49	15 0 0
Craig - - - Par. 4	- - -	95	40 5 0
Craigo Works Ch. of S. 11	- - -	54	46 0 0
Craigton, Girls.			
Cupar Angus - F.C. 8	42 0 0	149	63 0 0
‡Cupar Angus - Par.			
Dudhope - - F.C. 5			
Dun - - - Par. 4	- - -	68	35 10 0
Dundee, Blackscroft East Church Par. 7	- - -	210	58 0 0
Dundee, Butterburn District, Subscription - 7	- - -	153	57 15 0
Dundee, Chalmers' - - F.C. 5	260 0 0	310	150 16 8
Dundee, Chapelshade - - F.C. 5	- - -	229	85 3 4
Dundee, East Church, Longwynd - - Par. 7	- - -	177	100 8 4
Dundee, Hill Town - - F.C. 5	400 0 0	355	128 13 4
Dundee, Meadowside, Male - Sess. 7	*370 0 0	175	78 10 0
Dundee, Meadowside, Female - Sess. 7	- - -	188	81 10 0
Dundee, Northeast District, Juvenile and Infant (Crescent St.) - - - F.C.	472 10 0		
Dundee Park Wynd, Infants F.C.	*240 0 0		
Dundee, Prince's Street Chapel - 7	- - -	170	22 0 0
Dundee, Rood Yards - - Epis. 4	- - -	149	67 0 0
Dundee, Rosebank - - Sess. 7	278 0 0	232	111 0 0
Dundee, St. Andrew's - - F.C. 6	- - -	262	136 16 8
Dundee, St. Andrew's - - R. C.			
Dundee, St. Andrew's - - Sess. 7	450 0 0	389	168 10 0
Dundee, St. David's - - F.C. 6	550 0 0	233	112 16 8
Dundee, St. David's - - Sess. 7	- - -	140	23 0 0

a For two years.

b School given up.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.
Dundee, St. Enoch's, Free Cong. 6	- - -	58	27 10 0
Dundee, St. John's, Boys - F.C. 6	*260 0 0	132	64 0 0
Dundee, St. John's, Girls - F.C. 6	163 12 6	152	63 13 4
Dundee, St. John's - - Sess. 7	355 12 0	246	105 10 0
Dundee, St. Mary Magdalene - Epis. 4	- - -	97	2 10 0
Dundee, St. Mary's - - R. C. 2	- - -	302 / 290	119 16 8
Dundee, St. Paul's (Boys) - - Epis.			
Dundee, St. Paul's F. C. 5	- - -	170	58 0 0
Dundee, St. Peter's - - F.C. 6	85 0 0	343	203 5 0
Dundee, St. Salvador's (Girls) Epis. 4	- - -	171 / 39	74 10 0
Dundee, St. Stephen's - R.C. 2	- - -	229	113 13 4
Dundee, Smithfield Epis. 4	- - -	59	2 10 0
Dundee, Wallace Town, Juvenile F.C. 5	- - -	280	139 3 4
Dundee, Wallace Town, Infant and Industrial F.C.			
Dundee, Wallace Town - - Sess. 7	- - -	158	30 0 0
Dunnichen - F.C. 3	184 16 0	116	57 16 8
Dunnichen - Par. 5	- - -	33	
Fearn - - Par. 4	- - -	28	23 0 0
Ferryden, Fishermen's - - G.A.	* 80 0 0		
Ferryden, Infants - - G.A.	*75 0 0		
Folda Society -	233 4 0		
Forfar, Burgh.			
Forfar, East Town End, Free - 5	200 0 0	187	105 0 0
Forfar, Female Industrial - 6	388 0 0	149	69 0 0
Forfar, North End, Burgh - 6	357 0 0	171	74 6 8
Forfar - - Par. 6	- - -	125	21 10 0
Forfar, West Town End, Free - 5	121 0 0	163	72 0 0
Fotheringham, Girls - - F.C. *a*			
Friockheim - F.C. 1	- - -	90	32 10 0
Friockheim - G.A. 6	*70 0 0	83	27 15 0
" "	100 0 0		
Glenisla Brewlands - - F.C. 3	196 0 0	24	14 0 0
Glenisla - - Par. 5	- - -	20	20 0 0
Glen Ogilvy, The Milton - 5	- - -	36	21 10 0
Greenfield, Free, St. John's, Female - - F.C.			
Inverbrothock - F.C. 11	- - -	220	93 3 4
Inverbrothock - Sess. 6	300 0 0	259	110 0 0
Inverkeilor - Par. 4	- - -	116	55 10 0
Inverkeilor Chapelton, Par. Side 4	- - -	80	23 15 0
Kettins - Female 5	- - -	46	28 10 0
‡Kiry Society's.			
Kinnaird, Farnell, Female - - - *b*			
Kinettles - - Par. 5	- - -	61	31 10 0
Kirkbuddo - F.C. 3	100 0 0	46	15 0 0
Kirriemuir, Industrial - - 6	- - -	117	55 13 4
Kirriemuir, St. Mary's - - Epis. 2	- - -	178	93 13 4
Kirriemuir, South - - F.C. 11	- - -	51	16 10 0
Kirriemuir, Webster's Seminary - - 6	- - -	235	87 6 8
Ladyloan - - F.C. 11	20 0 0	222	122 6 8
Letham, Feuar's School - - 6	- - -	69	36 10 0
Lethnot and Narvar - - Female 4	- - -	26	16 0 0
Lethnot and Narvar - - - Par. 4	- - -	35	17 18 6
Liff - - - F.C. 3	132 0 0	44	21 10 0
Liff - - - Par. 6	- - -	44	20 0 0
Lintrathen, Female 5	- - -	33	13 0 0
Lintrathen - Par. *a*			
Loanhead - Sess. 11	335 0 0	98 / 98	72 0 0 / 65 18 4
Lochee - - Epis. 4	- - -	147	47 5 0
Lochee - - F.C. 11	- - -	118	34 0 0
Lochee - - Sess. 6	*130 0 0	122	65 10 10
Lochlee - - Epis. *b*			
Lochlee - - Par. 4	- - -	35	16 10 0
Logie Pert - - Par. 4	- - -	43	27 5 0
Lunnanhead, Madras, Self-supporting - - G.A. 6	85 4 10	66	30 0 0
Mains - - Par. *a*	- - -	—	28 11 8
Mains and Strathmartin - F.C. 3	- - -	43	20 0 0
Maryton - - Par. 4	- - -	32	20 0 0
Marywell Village, Menmuir - - Par. 4	- - -	41	33 15 0
Milton - Ch. of S.			
Monifieth, Female 6	- - -	77	17 5 0
Monifieth - - Par. 6	- - -	75	43 0 0
Monikie, Female F.C. 1	- - -	64	36 0 0
Montrose, Castle St. Mission - 11	373 5 0	96	49 11 8
Montrose, Dorward's Seminary, Upper - - F.C. 6	- - -	161	32 1 8
Montrose, Dorward's Seminary, Lower.			
Montrose, Hill Side - - F.C. 5	169 0 0	55	32 10 0
Montrose, Old, Female - - 4	- - -	24	28 15 0
Montrose, St. John's - Sess. 10	382 0 0	*c* 145 / 130	60 0 0 / 50 0 0
Montrose, St. John's - - F.C. 6	*200 0 0	219	105 15 0
" "	126 0 0		

a Removed from inspection. *b* School closed. *c* For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
FORFARSHIRE—*cont.*	£ s. d.		£ s. d.
Montrose, St. Mary's - - Epis. 4	- - -	92	41 10 0
Montrose, White's Free - Ch. of S. 10	- - -	*a* 151 141	68 0 0 77 0 0
Montrose, White's Place, Infant - 11	- - -	129	52 10 0
Muirland - Sess. 4	*60 0 0	46	14 0 0
Muirside of Kinnell, Female - 5	- - -	33	10 0 0
Pitkennedy, Subscription - - 5	68 0 0	17	10 0 0
Podge - - 5	- - -	46	11 0 0
Rescobie - - Par. 5	- - -	31	21 10 0
Scryne, Female (Panbridge) - F.C. 1	- - -	45	15 0 0
Stracathro - Par. 4	- - -	54	23 0 0
Strathmartine - Par. 6	- - -	46	10 0 0
Tannadice - Par. 5	- - -	86	21 10 0
Tealing - - F.C. 3	73 10 0	21	14 0 0
Vigeans St. - Par. 5	- - -	83	41 10 0
Vigeans St. (Colliston) Second Par. 5	193 2 6	48	15 0 0
Wateresk Side. Westmuir, Subscription - - 5			
Woodend, Female 4	- - -	36	10 0 0
HADDINGTONSHIRE.			
Aberlady - - Par. 4	- - -	85	21 10 0
Barns, East Ch. of S. 4	- - -	88	54 15 0
Belhaven, Infant and Industrial - 4	- - -	54	8 0 0
Berwick, North - Par. 4	- - -	130	16 4 2
Cockenzie District - - 1	- - -	124	48 1 8
Drem - - 4	- - -	24	21 13 4
Dunbar, Belhaven F.C. 2	64 0 0	43	34 0 0
Dunbar, - Burgh 11	- - -	120	55 0 0
Elphinstone - G.A. 11	- - -	—	*b*
Garvala, Female 4	- - -	74	16 13 4
Gladsmuir, Iron Works - - 1	- - -	55	5 7 6
Gladsmuir - - Par. 4	- - -	66	20 0 0
Haddington, Industrial - - F.C. 11	- - -	127	34 13 4
Haddington, Millwynd - - 11	- - -	94	39 0 0
Haddington - Par. 11	- - -	—	1 10 0
Kingston Side - 4	- - -	57	18 15 0
Longniddry Ch. of S. 4	280 0 0	65	12 15 0
Longyster - Est. Ch. 4	- - -	38	15 0 0
Morrison'shaven District Elementary 2	- - -	74	25 0 0
Ormiston - - F.C. 2	- - -	43	23 0 0
Pathhead, St. Mary's - - R.			
Pencaitland - Par.			
Pencaitland (Newton) - - - 2			
Prestonkirk, Female - - Sess. 4	- - -	118	64 10 0
Prestonkirk - F.C. 2	100 0 0	109	75 17 6
Prestonkirk - Par. 4	- - -	118	53 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
HADDINGTON—*cont.*	£ s. d.		£ s. d.
Prestonpans - F.C. 2	104 0 0	127	75 8 4
Salton - - Par. 2	- - -	33	20 0 0
Salton, West, Female - - 2	- - -	39	15 0 0
Samuelston - 4	- - -	37	
Stenton, Female Par.	- - -	76	5 0 0
Tranent, Female, Subscription. 11	- - -	—	*b*
Tranent - - F.C. 1	72 10 0	123	36 0 0
Tranent - - Par. 11	- - -	—	*b*
Tranent, New Winton - Ch. of S. 2	- - -	76	29 0 0
Yester - - F.C. 2	- - -	61	25 16 8
INVERNESS-SHIRE.			
Aigas, Subscription - Ch. of S.			
Aodunban and Flashadder Ch. of S.	180 0 0		
Ardersier - - F.C. 2	- - -	115	59 10 0
Ardersier - - Par.			
Arnisdale - - G.A. 4	- - -	21	
Arnizort - - F.C.			
Balevanick, South Uist - - G.A.			
Beauly - - F.C. 2	- - -	61	16 5 0
Beauly - - R. 4	- - -	30	21 10 0
Belleville - - G.A. 3	- - -	24	19 0 0
Blairbeg - - 4	- - -	49	14 0 0
Boleskine - - Par.			
Brae (Isle of Skye) - - F.C. 8	241 6 6	43	35 8 4
Braes Maediarmid - - Endow. 8	- - -	28	15 0 0
Bunroy - - G.A.			
Camiscross - G.A.			
Cannich Bridge Ch. of S. 3	- - -	41	21 10 0
Carbost - - G.A.	125 0 0		
Colbost - Ch. of S.	85 10 0		
Corriemony, Female.			
Croy - - Par. 3	- - -	44	21 10 0
Culloden - - F.C. 2	- - -	70	22 15 0
Dallarossie (Moy) G.A.	22 0 0		
Daviot - - F.C. 2	85 0 0	52	37 10 0
Dochgarroch - G.A. 3	- - -	65	32 10 0
Dores - - Par. 4	- - -	58	34 0 0
Drumfearn District - - F.C.			
Duirinish - - Par. 8	- - -	36	18 0 0
Dulnain Bridge - 3	272 0 0	45	30 0 0
Dunskellar, Parliamentary - 8	- - -	43	12 10 0
Eskadale - - R. 4	- - -	16	10 0 0
Farraline Park (Bell's) - - 10	- - -	*a* 540 481	93 0 0 81 10 0
Flichity - - Epis. *c*			
Fort Augustus - G.A. 3	- - -	38	37 10 0
Fort William - F.C. 7	- - -	73	30 15 0
Glenconvinth - F.C. 7	- - -	61	15 0 0
Glengary - G.A. 3	- - -	37	20 0 0
Glenurquhart - Par. 4	- - -	66	48 15 0
Grantown, Female 3	- - -	40	15 11 8

a For two years.

b Due, but not paid.

c School closed.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	£ s. d.		£ s. d.
INVERNESS-SHIRE—*cont.*			
Grantown - - F.C. 7	- - -	132	49 0 0
Grantown, Grammar - - - 3	- - -	139	44 10 0
Harris, Lady Dunmore's Industrial.			
Harris - - Par. 8	- - -	24	16 10 0
Inverness, Dr. Bell's, Central 10	- - -	157	11 5 0
Inverness, Female Industrial - 10	- - -	140	49 10 0
Inverness - - G.A.	*125 0 0		
" - - "	87 0 0		
Inverness, Model F.C. 10	649 7 8	299	84 7 6
Inverness, Tanner's Lane Reformatory.			
Inverness, The Bishop's - - Epis. 8	530 0 0	163	91 10 0
Kilmalie - - Par. 4	- - -	59	35 0 0
Kilmonivaig - Par. 4	- - -	35	15 0 0
Kilmorack - Par. 3	- - -	60	41 6 8
Kincras - - F.C. 7	- - -	54	11 5 0
Kirkhill - - F.C. 2	- - -	88	19 5 0
Kirkhill - - Par.			
Kylcakin - - G.A. 8	- - -	36	
Loanmore - - F.C. 8	181 0 0	30	20 0 0
Moy - - - F.C.	75 12 0		
‡Mussady, Female.			
Nairnside - - 2	- - -	51	21 5 0
Newtonmore (Kingussie) - F.C. 7	- - -	110	6 5 0
Penefiler - - G.A. 7	- - -	19	20 0 0
Portree, Congregational - - F.C. 8	- - -	42	12 10 0
Raasay - - F.C. 8	- - -	20	15 0 0
Snizort, Congregational - F.C. 8	133 0 0	40	15 0 0
Snizort - - Par. 8	- - -	32	15 0 0
Stratherrick - F.C. 2	226 16 0	55	42 10 0
Strathnairn - Epis. 8	- - -	62	15 0 0
Tarbet - - G.A.			
Tomnacross - Par. 3	- - -	83	30 0 0
Uigg - - - G.A. *a*			
Uist, North - F.C.			
KINCARDINESHIRE.			
Arbuthnot - Par. 4	- - -	35	16 10 0
Balfour - - 4	- - -	16	14 0 0
Banchory, Devenick - - Par. 3	- - -	104	55 10 0
Banchory, Ternan, Grammar and Par. 12			
Banchory, Ternan, F.C. 5	206 15 0	102	55 10 0
Benholme - - F.C. 11	- - -	61	21 10 0
Bervie, Gordon's, Female Estab. Ch. 11	- - -	77	
Bourtreebush, Girls and Infants Mixed F.C. 5	- - -	36	11 0 0
Brachmont - F.C.			

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	£ s. d.		£ s. d.
KINCARDINE—*cont.*			
Catterline - Epis. 4	- - -	—	3 15 0
Cookney - - Par. 3	137 8 4	45	18 0 0
Cove - - - Epis. 5	- - -	19	14 0 0
Crathes, Female 3	- - -	42	14 0 0
Cyrus, Saint - F.C. 5	- - -	90	56 10 0
Cyrus, Saint - Par. 4	- - -	66	38 0 0
Cyrus, Saint, Porteous, Female - 4	- - -	33	10 0 0
Cyrus, Saint (Straton's Endowed), Female - - 4	- - -	47	30 0 0
‡Drumlithie - F.C.			
Drumlithie, St. John's - - Epis. 4	- - -	11	16 6 8
Dunnottar - Par. 11	- - -	66	27 10 0
Fasque - - Par. 4	- - -	56	42 10 0
Fettercairn - F.C. 5	59 0 0	87	58 13 4
Fettercairn - Par. 5	- - -	94	51 5 0
Fordoun (Boys and Girls) - - F.C. 5	- - -	41	37 6 8
Garvoch - - Par. 4	- - -	35	23 0 0
Glenbervie - F.C. 5	- - -	45	22 10 0
Inch - - - 4	- - -	45	29 0 0
Inchmarlo - - G.A. 3	- - -	38	20 16 8
John's Haven, Female - - G.A. 11	- - *b*	107 108	15 0 0 18 0 0
Kinneff Barras.			
Kinneff - - Par. 4	- - -	53	25 0 0
Laurencekirk - Epis. 4	- - -	85	39 12 6
Laurencekirk, Congregational F.C. 5	- - -	92	55 13 4
Laurencekirk - Par. 5	- - -	120	28 0 0
Luthermuir Ch. of S.			
Maryculter, Boys F.C. 5	- - -	39	5 0 0
Marykirk - Par. 4	- - -	72	49 10 0
Mossy Hillock Undl. 3	- - -	30	19 0 0
Newtonhill - Epis. 4	- - -	36	13 0 0
Nigg, Cove - Par. 2	- - -	27	7 10 0
Porthlethen - 2	- - -	105	30 0 0
‡Rickarton, Subscription.			
Scollie's Cross.			
Stonehaven - Epis. 4	- - -	85	38 10 0
Stonehaven - F.C. 9	- - -	99	38 0 0
Stonehaven, Industrial, Female, Epis. 4	- - -	24	13 0 0
‡Stranathra - Epis.			
‡Tannachie, District.			
‡Tipperty, District 5	- - -	32	5 0 0
Waterlair, Subscription - - 5	- - -	20	23 0 0
KINROSS-SHIRE.			
Fossoway - - F.C. 3	80 0 0	58	16 10 0
Fossoway - - Par.			
Kinross - - F.C. 3	115 0 0	139	68 13 4
Maryburgh Ch. of S.			
Milnathort, Brand's - - 3	- - -	132	74 10 0
Orwell - - Par.	- - -	109	50 10 0
Portmoak - - F.C. 3	- - -	35	12 10 0
Portmoak - - Par. 5	- - -	63	31 10 0

a School closed.

b For two years.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
KIRKCUDBRIGHTSHIRE.	£ s. d.		£ s. d.
Auchencairn - F.C. 6	75 0 0	81	21 10 0
Balmaghie (Laurieston) - - F.C. 6	78 0 0	25	16 10 0
Balmaghie (Laurieston) - - Par.			
Barnbarrock, Subscription - 2	- - -	36	20 0 0
Borgue - - F.C. 6	- - -	64	35 0 0
Bridge of Dee Ch. of S.			
Buittle, High - Par. 2	- - -	40	23 0 0
Buittle Woodhead Par. 2	- - -	47	16 10 0
Cally, English - Epis. 3	- - -	63	54 0 0
Castle Douglas, Female - - 2	- - -	35	37 18 4
Castle Douglas - F.C. 6	304 1 3	170	91 18 4
Castle Douglas - Par. 2	- - -	46	11 0 0
Corsock, Boys - 6	- - -	33	17 18 4
Corsock, Female Industrial - 6	- - -	57	20 5 0
Creetown - - G.A.	42 10 0		
Crocketford - 2	- - -	45	
Dalbeattie, Female - - 2	176 9 4	35	12 0 0
Dalbeattie - F.C. 6	140 0 0	100	47 6 8
Dalbeattie - Par. 2	55 0 0	136	77 6 8
Dundrennan - F.C. 6	128 0 0	54	27 10 0
Gatehouse, Girthon, Female Ch. of S. 3	- - -	33	15 0 0
Gatehouse - F.C. 6	158 5 0	70	36 10 0
Girthon - - Par. 3	- - -	68	32 0 0
Irongray (Shawhead) - - F.C. 4	- - -	29	15 0 0
Irongray (Shawhead) - - Par. 2	- - -	42	20 0 0
Kells - - Par. 2	- - -	67	26 16 8
Kirkbean - - Par. 2	- - -	93	36 10 0
Kirkcudbright, Johnston - F.C. 6	- - -	158	20 16 8
Kirkcudbright, Old Church - G.A. 3	- - -	116	52 2 6
Kirkcudbright, Town-End - Sess. 3	- - -	75	40 0 0
Kirkdale, Subscription - 2	53 0 0	31	25 0 0
Kirkgunzeon - Par. 2	- - -	74	8 2 6
Kirkmabreck - G.A. 2	- - -	83	46 2 6
Kirkpatrick, Durham, Female Industrial - 3	- - -	37	4 3 4
Kirkpatrick, Durham - - Par. 3	- - -	94	33 0 0
Laggan Branch - Par.	221 0 0		
Maxwelltown, Burgh - - 11	292 7 6	254	117 10 0
Maxwelltown - F.C. 6	133 12 6	82	59 16 8
Path (Lady H. Maxwell's) - Ch. of S.			
Rhonehouse by Kelton - - Par.			
Roughtree (Irongray) - - Par. 2	- - -	35	
Terregles - - Par. 2	- - -	37	16 10 0

a School extinct.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
KIRKCUDBRIGHT—*cont.*	£ s. d.		£ s. d.
Tongland - - Par. 3	- - -	29	16 10 0
Tongland (Ringford), Female Industrial - 6	- - -	45	14 0 0
Troqueer - - Par. 2	- - -	58	49 10 0
Troqueer, Whinnyhill - - Ch. of S.	54 10 0		
Urr - - - Par. 2	- - -	63	31 10 0
Urr-Haugh - Par.	161 15 0		
Urr-Milton - Par.	72 0 0		
Whinnie Liggate 2	- - -	43	20 0 0
LANARKSHIRE.			
Abington (Sir H. Colebrooke's) - 4	- - -	48	21 10 0
Airdrie (Alexander's) - - 7	- - -	242	134 15 0
Airdrie, East Parish (Rawyard's) - - G.A.	*150 0 0		
Airdrie, Free West Church - - F.C. 2	372 10 0	220	121 3 4
Airdrie - - R.C. 3	- - -	272	93 11 4
Airdrie, St. John's - - Epis. 10	- - -	181	91 18 0
Allanton - - 7	- - -	85	39 0 0
Arden, Subscription.			
Auchinearn - Par.			
Auchinheath, Boys, Subscription - - - 4	- - -	91	30 0 0
Auchinheath, Girls - - - 4	- - -	95	59 0 0
Avondale - - Par.	*250 0 0		
Bargeddie - - Sess. 8	- - -	187	12 15 10
Bellshill, Subscription - -	270 0 0		
Bent, Subscription - - - 8	- - -	57	5 0 0
Biggar, Female Industrial - 4	71 11 3	93	48 10 0
Biggar, Infants - G.A. *a*	75 0 0		
Biggar - - Par. 4	- - -	102	54 0 0
Biggar, Subscription - - - 3	245 0 0	73	50 0 0
Bishopbridge Ch. of S. 1	- - -	—	39 0 0
Blackquarry - F.C.			
Blantyre - - Par. 3	- - -	75	31 0 0
Blantyre Works 3	- - -	144	63 16 8
Bothwell, Uddingstone - - F.C. 2	98 0 0	137	71 8 4
Bothwell - - Par.	*60 0 0		
Braehead, St. Andrew's - Par. 8	123 10 0	88	43 0 0
Braidwood, Subscription - - 5	- - -	92	34 13 4
Bridgeton - - F.C. 3	220 10 0	299	163 16 8
Bridgeton - - Par. 2	*600 0 0	260	108 11 8
		49	
Bridgeton, Public 12	*375 0 0	—	*b*
" " "	72 0 0		
Broomgate " - G.A."	*225 0 0		
Calder Iron Works 8	- - -	209	60 10 0
Calderbank, Monkland Iron Works 8	- - -	190	70 17 6
		34	

b Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Cambuslang, School of Industry - 8	- - -	33	31 10 0
Cambuslang - Par. 5	- - -	78	13 8 4
Cambuslang, Subscription - - 5	- - -	133	68 0 0
Cambusnethan - Par. 7	- - -	127	30 0 0
Carfin, Colliery - 7	- - -	74	14 6 8
Carfin - - R.C. 3	- - -	144	77 16 8
Carluke - - R.C. 3	- - -	71	54 6 8
Carmyle (Old Monkland) - 4	- - -	65	20 0 0
Carnbroe Iron Works - - 8	380 0 0	135	53 15 10
Carnwath - - F.C. 3	- - -	46	25 0 0
Carnwath - - Par. 4	- - -	70	42 10 0
Carnwath (Forth), Subscription - 8	226 17 6	88	21 10 0
Carstairs, Caledonian Railway Company's - 4	- - -	110	54 10 0
Chapel, District - 7	212 0 0	101 23	15 0 0
Chapelhall (Airdrie) - - R. 3	- - -	121	37 10 0
‡Chapelhall Iron Works - - Par.			
‡Chapelton, Subscription.			
Chryston, Female, Subscription - 3	*70 0 0	24	15 0 0
Chryston - - F.C. 3	178 0 0	80	23 0 0
Clarkston - - 1	- - -	139	14 11 8
Coatbridge, Dundyvan Works - 2	- - -	348	126 18 4
‡Coatbridge - Epis.			
Coatbridge - F.C. 2	177 15 0	232	98 10 0
Coatbridge, St. Patrick's - - R.			
Coltness Iron Works - - 7	842 0 0	638	256 5 0
Coltness Iron Works (Mayfield) - - 7	- - -	140	22 10 0
Coltness Iron Company (Overtown) - - 7	- - -	294	11 0 0
Covington - - Par. 2	- - -	34	21 10 0
Craigneuk, Public 7	441 6 9	438 78	139 0 0
Crawford - - Par. 4	- - -	51	10 0 0
Crawfordjohn, Female - - 4	- - -	25	10 0 0
Crawfordjohn - Par. 4	- - -	34	3 15 0
Crossford, Subscription - 4	- - -	89	15 0 0
Crosshills, Branch Par. 2	- - -	86	38 0 0
Dalserf - - Par. 4	- - -	111	45 0 0
Dalziel, Colliery - 4	- - -	95	18 15 0
Dalziel - - Par. 4	- - -	154	52 10 0
Eastmuir - - R. 5	- - -	112	44 0 0
Ellsridge Hill - 4	- - -	39	13 0 0
Faskine and Palacecraig - Estab. Ch. 3	- - -	78	16 10 0
Fullarton, Clyde Iron Works - 5	- - -	209	88 13 4
Gain (near Airdrie).			
Garnqueen, Subscription - 7	- - -	39	7 10 0
Gartsherrie, Fourth - - G.A. *a*			
Gartsherrie, St. George's - - Par. 2	- - -	135	15 0 0
Gartsherrie, St. James' - Ch. of S. 2	- - -	161	124 6 8
Gartsherrie, St. Mary's - Ch. of S. 2	650 0 0	28	13 0 0
Gartsherrie Works, 1st division, Ch. of S. 7	949 0 0	366	60 5 0
Glasford - - Par. 3	- - -	64	17 10 0
Glasgow, Anderston, Burgh Sch. of Ind. - - 2	*850 0 0	315	163 13 4
Glasgow, Anderston - - - F.C. 3	- - -	177	103 0 0
Glasgow, Balfour, St. Paul's, Boys - - Par. 4	- - -	243	72 5 0
Glasgow, Bluevale - - - Sess. 11	250 0 0	184	88 10 0
Glasgow, Bridgegate (Old Wynd) F.C. 2	- - -	304	92 16 8
Glasgow (Broomhill Street) - Sess. *b*			
Glasgow, Broomielaw, Carrick Street - - 2	- - -	105	80 8 4
Glasgow, Brownfield, St. George's Boys' Indust. - 2	*709 0 0	92 28	46 10 0
Glasgow, Brownfield, School of Industry - - G.A. 2	*600 0 0	147	75 3 4
Glasgow, Chalmers' Street Sess. 3	*760 0 0	195	129 0 0
Glasgow, Christ's Church - - Epis. 10	*425 0 0	174	62 0 0
Glasgow, College - - - Par. 1	400 0 0	200	90 0 0
Glasgow, Cowcadden's - Ch. of E. 10	- - -	187	105 0 0
Glasgow, Cowcadden's, Infants - G.A.	*150 0 0		
Glasgow, Finniestoun Mission - 2	316 15 0	466 42	200 0 0
Glasgow (Free) Tron, Bridgegate - - F.C. *c*			
Glasgow, Gardiner's Public.			
Glasgow, Gorbals, East, Territorial - - F.C. 3	- - -	724 119	300 10 0
Glasgow, Gorbals, Free Mission.			
Glasgow, Gorbals, Local Mission - - G.A.	200 0 0		
Glasgow, Gorbals, Youths - Par. 2	*600 0 0	594	246 0 0
Glasgow, Green Street Mission - 3	- - -	582 113	272 3 4

a Now forms part of Gartsherrie St James, Ch. of S. Sch. *b* Now part of Port Dundas, Sess. Sch.
c School given up.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Glasgow, Highland Society's - 3	- - -	726	391 3 4
Glasgow, House of Refuge (Duke Street), Male.			
Glasgow, House of Refuge (Parliamentary Row), Female.			
Glasgow, Hutchesontown - - Sess. 5	- - -	205	52 6 8
Glasgow Industrial and Reformatory (61, Rottenrow St.)			
Glasgow (Kelvinhaugh) - - Sess. 1	- - -	228 40	108 16 8
Glasgow, Lennox - - - 2	- - -	120	44 0 0
Glasgow, Lower Lennox - - 2	- - -	100	48 5 0
Glasgow, Martyr's Ch. of S. 2	372 4 0	416 165	275 10 0
Glasgow, Milton Ch. of S. 2	400 0 0	262 34	150 10 0
Glasgow, Milton, Industrial - Ch. of S.			
Glasgow, Model Ch. of S. 2	*1,000 0 0 1,000 0 0	853	381 12 6
" " Model - F.C. 2	- - -	630	394 8 4
Glasgow, Murdoch's Industrial - -	450 0 0		
Glasgow, Old Wynd - - F.C. *a*	350 0 0		
Glasgow, Park Head, Barony - Sess. 2	- - -	174	59 0 0
Glasgow, Park Head, Female - 2	- - -	165	96 10 0
Glasgow, Renfield Street, United Presbyterian Church Mission.			
Glasgow, St. Alphonsus' - R.			
Glasgow, St. Andrew's - - Par. 5	572 5 0	296 36	153 17 6
Glasgow, St. Andrew's - - R. 3	- - -	364 64	62 12 6
Glasgow, St. David's - - Par. 2	- - -	315 49	181 16 8
Glasgow, St. Enoch's - - Sess. 2	*750 0 0 407 12 0	1,046 80	388 2 6
" " St. Enoch's (Female) - - Sess. *b*			
Glasgow, St. George's (Kelvin Street) - F.C. 3	300 0 0	470 50	212 16 8
Glasgow, St. George's (Renfield Street) - F.C. *c*			
Glasgow, St. George's (St. George's Road) 2	- - -	297	120 15 10
Glasgow, St. James', Female Industrial - Par. 5	- - -	70	22 10 0
Glasgow, St. James' - - Sess. 5	*450 0 0	397 *57	202 6 8
Glasgow, St. John's (Armfield) - - Sess. 5	- - -	344 97	169 16 0
Glasgow, St. John's (David Street, Gallowgate) - - Sess. 5	742 0 0	418 68	223 16 8
Glasgow, St. John's - - F.C. 2	- - -	198 84	141 7 6
Glasgow, St. John's (Hill St.), Industrial - F.C. 2	- - -	119	68 11 8
Glasgow, St. John's (McFarlane Street) - 3	- - -	201	99 13 4
Glasgow, St. John's (Portugal Street), Boys - - R. 3	- - -	—	15 0 0
Glasgow, St. John's (Portugal Street), Girls - - R. 3	- - -	238 86	76 0 0
Glasgow, St. John's (Young Street) - Ch. of S. 2	490 0 0	261 22	151 3 4
Glasgow, St. John's (Young Street), Female Sess.			
Glasgow, St. Joseph's - - R. 3	- - -	454 153	162 3 4
Glasgow, St. Jude's (Catherine Street) - Epis. 10	- - -	—	*d*
Glasgow, St. Luke's, Free Industrial.			
Glasgow, Calton St. Luke's - Sess. 3	*395 0 0	173 48	74 13 4
Glasgow (Calton), St. Mary's - - R. 3	- - -	529 197	201 3 4
Glasgow, St. Mary's (Cowcaddens) - Epis. 10	- - -	128	49 5 0
Glasgow, St. Matthew's - - F.C. 2	440 0 0	327 105	210 7 2
Glasgow, St. Matthew's (Bishop Street) - - Sess. 1	- - -	146	67 0 0
Glasgow, St. Matthew's (Boys) - Sess. 1			133 6 8
Glasgow, Anderston, William Street, St. Matthew's (Girls), Industrial - Sess. 1	578 13 6	480 56	95 0 0
Glasgow, St. Mungo's (Freeland) 5	373 0 0	218 28	115 3 8

a School discontinued, and premises occupied by "Glasgow Bridgegate F.C.S."
b Now forms part of "Glasgow, St. Enoch's, Sess. S." *c* School discontinued. *d* Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Glasgow, St. Mungo's (Boys) - R. 3	1,000 0 0	227	99 12 8
Glasgow, St. Mungo's (Girls) - R. 3	- - -	209 102	109 6 8
Glasgow, St. Patrick's - - R. 3	- - -	241 77	119 13 4
Glasgow, St. Paul's, Female F.C. 3	- - -	61	14 0 0
Glasgow (Balfour's) St. Paul's, Industrial - - - 2	- - -	46	29 10 0
Glasgow, St. Paul's Par. 2	*660 0 0	167	59 6 8
Glasgow, St. Peter's - - F.C. 2	- - -	230	123 6 8
‡Glasgow, St. Peter's, Female - F.C.			
Glasgow, St. Peter's - - Sess. 1	- - -	165 67	68 0 0
Glasgow, St. Rollox 2	- - -	489	184 0 0
Glasgow, St. Vincent - - R. 3	- - -	128	17 17 6
Glasgow, The Bishop's - - Epis. 10	- - -	204	104 0 0
Glasgow, The Bishop's, Infants - - Epis.			
Glasgow, Tron Parish - - Sess. 1	- - -	108 24	23 0 0
Glasgow, Well Park (East Miller Street) - - F.C.			
Glasgow, Well Park (Ladywell Street) - F.C. 2	- - -	151	32 8 4
‡Glasgow, Wilson's Endowed Par.			
Glasgow, Woodside - - - F.C. 2	280 0 0	113	40 13 4
Glasgow (North Woodside), Female - - *a*			
Glengivel - - G.A.	100 0 0		
Govan Colliery - 3	- - -	245	99 10 0
Govan, Female Industrial - 3	- - -	150	46 10 0
Govan - - F.C. 3	- - -	190	87 6 8
Greengares - G.A.	75 0 0		
Hamilton, Beckford Street, Female Industrial 2	- - -	132	57 11 8
Hamilton, Kennedie's Female 2	- - -	40	35 3 4
Hamilton, Orphan 3	- - -	144	31 3 4
Hamilton, Orphan and Charity - 3	530 0 0	187	77 16 8
Hamilton, St. John's - - F.C. 2	*600 0 0	401	192 5 0
Jerviston, Subscription - - G.A. 3	- - -	73 11	20 0 0
Keppoch Hill - F.C. 3	- - -	61	8 15 0
Kilbride, East - Par. 3	- - -	176	79 6 8
Kingston - - Sess. 11	200 0 0	53	36 10 0
Lambhill - - Sess.			
Lanark, Broomgate Institution 6	- - -	101	31 10 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Lanark, Burgh - 4	*250 0 0	116	62 2 6
Lanark, St. Leonard's, Subscription - - - 4	- - -	135	64 3 4
Langloan Iron Works and Roschall Colliery 4	- - -	175	76 5 0
Larkhall Side - Par. 7	- - -	79	10 0 0
Leadhills (Lord Hopetown's) Ch. of S. 4	- - -	106	55 10 0
‡Legbranock Iron Works - - Par.			
Lesmahagow, Female Industrial 6	150 0 0	65	25 0 0
Lesmahagow - F.C. 3	- - -	139	5 0 0
Libberton - - Par. 3	- - -	60	23 0 0
Logan and Nethan Water, Joint - 7	- - -	52	15 0 0
Maryhill - - F.C. 2	246 0 0	154	62 18 4
Maryhill - - R. 3	- - -	82	48 10 0
Maryhill, Industrial - - - 11	- - -	—	*b*
Maryhill - - Par. 11	180 0 0	—	*b*
Maxwelltown, Endowed - 3	150 0 0	90	51 10 0
Monklands, Old Par.			
‡Monkland, New Par.			
Mossend Colliery and Iron Works 3	- - -	242	124 0 0
Motherwell Iron Works - - 7	- - -	350	46 4 2
Newbigging Subscription - - 3	- - -	28	12 16 8
Newton Colliery 3	- - -	56	23 0 0
Partick, Academy 4	*350 0 0	222	104 10 0
Partick, Female Industrial Ch. of S. 4	- - -	84	23 10 0
Partick - - F.C. 2	173 0 0	283	90 16 8
Partick, St. Peter's R. 4	- - -	77	
Pettinain - - Par. 4	- - -	41	15 0 0
Port Dundas - Sess. 5	660 0 0	237 60	147 4 0
Quarter, Iron Works 8	- - -	129	36 10 0
Riggend - - 8	60 0 0	58	29 0 0
Roberton, Female.			
Roughazie - - Par. 3	191 6 0	62	22 10 0
Rutherglen - F.C. 2	201 10 0	204	76 5 0
‡Rutherglen, Burgh Par.			
Rutherglen, Macdonald's - - 8	- - -	250	48 15 0
Sandford (Stonehouse), Subscription 5	- - -	56	21 10 0
Shettleston, Industrial - - 5	- - -	96	31 10 0
Shotts - - F.C. 3	- - -	165 38	57 8 4
Springburn, Murdock's - Ch. of S. 3			
‡Springburn - R.			
Stablestone - 7	- - -	39 14	16 5 0
Stane, Wilson's - 7	61 7 0	174	85 0 0
Stanrigg Colliery 8	- - -	107	61 10 0
Stonehouse - F.C. 3	- - -	169	65 0 0

a Now forms part of Glasgow, St. George's Rd., St. George's Sch.

b Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.
Stonehouse - Par. 3	- - -	120	43 10 0
Strathaven - F.C. 2	349 10 0	107	51 10 10
Strathaven, East, Par, Side - - 5	- - -	75	25 10 0
Summerlie, Iron Works - - 3	- - -	122	71 10 0
Thankerton Colliery - - 7	- - -	89	7 10 0
Tollcross, United Presbyterian - 5	- - -	75	41 13 4
Uddingstone - Sess.	221 0 0		
Walston - - Par. 4	- - -	52	20 5 0
Whiteinch - Estab. Ch. 3	332 0 0	91	38 16 8
Whiteinch, Female Industrial 3	- - -	65	16 10 0
Wilsontown (Carnwath) Colliery - 4	- - -	85	3 15 0
Wishaw Academy 3	- - -	249	26 13 4
Wishaw, Public - 7	552 0 0	426 / 41	159 15 0
Wishaw - R. 3	- - -	291	124 18 4
Wishaw, Simpson Square - 3	- - -	145	38 10 0
Woodhall Colliery.			
LINLITHGOWSHIRE.			
Abercorn - - F.C. 2	- - -	56	16 10 0
Armadale, Subscription - - 1	- - -	—	3 15 0
Armadale - - G.A.	*34 0 0		
Bathgate - - Par.			
Binnie - - G.A. 1	- - -	59	16 10 0
Boness, Infant Ch. of S. 7	- - -	131	59 0 0
Broxburn, Female G.A. 1	- - -	47	30 0 0
Carriden, Girls - Par. 7	- - -	45	33 10 0 / *a* 1 5 0
Crofthead, Coltness Company's Durhamtown Colliers. 7	- - -	219	92 10 0
Ecclesmachan - Par. 1	- - -	108	56 10 0
Grangepans, Subscription - Ch. of S. 7	242 0 0	190	75 2 6
Greenhills, Colliery 7	- - -	183	53 16 8
Kingscavil - Ch. of S. 1	- - -	23	15 0 0
Kirkliston, Female Industrial 2	- - -	80	15 0 0
Kirkliston - - F.C. 2	- - -	37	16 10 0
Linlithgow - F.C. 3	127 0 0	185	108 0 0
Linlithgow, Kirk Session - - 7	- - -	162	31 0 0
Linlithgow, Mrs. Douglas's Cottage.			
Livingstone - Par. 1	- - -	52	5 0 0
Longridge -	106 0 0		
Queensferry, South Burgh - 7	- - -	138	75 2 6
Torphichen - F.C. 3	150 0 0	57	11 10 0
Torphichen - Par.			
Whitburn, Fauldhouse, Wilson's Endowed - 7	59 0 0	86	53 0 0
Whitburn, Lady Baillie's Infant - 1	- - -	86	10 0 0
Whitedalehead, Wilson's, Endowed - - - 1	110 13 4	141	100 0 0
Winchburgh Ch. of S. 7	- - -	63	16 10 0
NAIRNSHIRE.			
Ardclack - - Par. 3	- - -	12	8 5 0
Auldearn - - Par. 3	- - -	41	23 0 0
Auldearn, Innes F.C. 3	145 0 0	31	13 0 0
Cawdor - - F.C. 3	65 0 0	38	17 10 0
Cawdor - - Par. 3	- - -	58	30 0 0
Cawdor at Clunes G.A.	30 0 0		
Ferintosh - - F.C. 2	90 0 0	60	34 0 0
Geddes Christian Knowledge Society - - - 3	- - -	21	23 6 8
Glen Ferness - 3	- - -	41	16 10 0
Moyness - - 3	128 4 10	40	15 0 0
Nairn - Epis.			
Nairn - - F.C. 10	150 0 0	116	69 6 8
Nairn - - G.A. 3	- - -	83	19 0 0
Nairn, Monitory -	*100 0 0		
ORKNEY AND SHETLAND.			
Bressay - - G.A. 7	- - -	28	15 0 0
Bressay - - Par. 7	- - -	35	
Eday - - - G.A. 7	- - -	50	25 0 0
Evie and Rendall - - - Par. 7	- - -	—	10 0 0
Flotta - Ch. of S. 7	- - -	44	16 10 0
‡Harray, Christian Knowledge Society's.			
Hillside - - G.A. 7	- - -	30	7 10 0
Kirkwall Grammar 7	- - -	94	44 10 0
Lerwick, Educational Institute Elementary.			
Lerwick - - Epis. 7	- - -	65	15 0 0
Lerwick - - Par. 7	- - -	105	54 0 0
Orkney, St. Andrew's - - G.A.	28 0 0		
‡Papa Westray.			
Sabiston - - G.A.			
Sanday - - F.C. 7	- - -	45	27 10 0
Sandwick - - Par.			
Skelwick, Society's 7	- - -	50	45 0 0
Stenneys, Madras 7	- - -	29	12 10 0
Stromness, Congregational - F.C. 7	- - -	77	37 10 0
Walls, North - G.A. 7	- - -	48	19 14 2
Walls, South - Par. 7	- - -	60	7 10 0
Westray Midbea (West Side) - G.A.	52 0 0		
Whalsay - - G.A. 7	- - -	46	17 10 0
Whiteness, Society 7	- - -	45	20 0 0
PEEBLESSHIRE.			
Broughton - F.C. 3	- - -	40	15 0 0
Drumelzier - Par. 11	- - -	—	*b*

a For Industrial Department.

b Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
PEEBLESSHIRE—*cont.*	£ s. d.		£ s. d.
Glenholm - - Par. 11	- - -	—	*a*
Innerleithen - Par. 11			
Innerleithen, Subscription - - 3	- - -	50	21 10 0
Linton, West - Epis. 11			
Linton, West, Female - - 4	- - -	30	18 6 8
Linton, West - Par. 4	- - -	32	18 0 0
Newlands, Lamancha Side, 2nd Par. 4	- - -	50	21 10 0
Peebles, Burgh English - - 11	- - -	108	42 3 4
Peebles - - F.C. 2	109 0 0	129	39 3 4
Peebles, Halyrude Ch. of S. 11	137 5 0	—	*a*
Peebles, St. Joseph's - - R. 5			
†Skirling - - Par.			
Walkerburn Undl. 11	212 7 6	99	45 10 0
PERTHSHIRE.			
Aberdalgie - Par. 4	- - -	30	15 0 0
Abernyte - - Par. 4	- - -	75	36 10 0
Aberuthven - F.C. 4	- - -	46	20 16 8
Aberuthven, Subscription - - 3	- - -	45	15 0 0
Acharn - - F.C. 5	- - -	93	52 16 8
Aldclune, Female Industrial.			
Aldgernaig - G.A. 5	- - -	57	26 10 0
Almondbank - G.A. 4	- - -	41	20 0 0
Alyth, Female - Epis. 2	- - -	54	23 15 0
Alyth - - - F.C. 8	224 2 6	91	45 10 0
Alyth, Girls', Industrial - Ch. of S. 4	357 0 0	140	71 17 6 / 610 10 0
Alyth - - - Par. 4	- - -	91	59 0 0
Amulree - - F.C. 5	- - -	28	16 10 0
Amulree, Society's 5	- - -	26	16 10 0
Ardoch - - Par. 3	- - -	41	20 0 0
Auchterarder - F.C. 5	- - -	77	36 10 0
Auchterarder, Sheddan's - 3	190 0 0	95	53 0 0
Auchterarder, Townhead - - 3	393 0 0	98	60 10 0
Auchtergaven - Par. 4	- - -	93	6 5 0
Balbeggie, Subscription - - 4	- - -	59	18 15 0
Balgowan, Female 4	- - -	52	32 10 0
Bankfoot, Subscription - - 4	- - -	71	44 0 0
Birnam - - F.C. 5	260 0 0	42	20 0 0
Blackford - - F.C. 5	257 5 0	85	35 0 0
Blair Athol - Par. 5	- - -	73	52 10 0
Blair Drummond 12	- - -	20	18 0 0
Blairgowrie - F.C. 8	- - -	255	136 16 8
Blairgowrie - Par. 4	- - -	132	36 10 0
Blairgowrie, St. Catherine's - Epis. 2	- - -	52	39 11 8
Blairgowrie, St. Stephen's - R. 4	- - -	81	51 10 0
Blairgowrie, South F.C. 8	- - -	176	46 0 0
Blairgowrie, Union Place - Ch. of S. *c*			

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.
Blairingone - 3	126 0 0	49	18 0 0
Braco, Subscription - - 4	- - -	77	15 0 0
Breadalbane, or Aberfeldy - F.C. 5	- - -	140	88 0 0
Bridge of Earn - F.C. 5	50 0 0	64	41 6 8
Butterstone, Subscription - - 4	- - -	29	15 0 0
Callander - - F.C. 5	- - -	201	57 10 0
Camaghowran Ch. of S.			
Carsill - - Par. 4	- - -	71	18 0 0
Cherrybank, Subscription - - 3	207 17 6	99	28 4 2
Clunie - - Par. 4	- - -	59	43 0 0
Collace - - F.C. 5	- - -	50	30 0 0
Collace - - Par. 4	- - -	46	21 15 0
Comrie - - F.C. 4	100 0 0	67	23 0 0
Comrie, Infant and Female Industrial 4	150 0 0	33	16 13 4
Comrie - - Par. 3	- - -	93	34 16 8
Craig Mill - - F.C. 8	- - -	40	34 0 0
Cray - - - F.C.			
Crieff, Female Industrial.			
Crieff - - - F.C.			
Crieff, St. Michael's - - Epis. 2			
Crieff, Taylor's Institution - 3	- - -	189	59 0 0
Culross, Geddes Ch. of S. 11	- - -	—	30 8 4
Culross - - Par. 11	- - -	60	42 10 0
Cupar Angus, Industrial - - 2	- - -	80	36 10 0
Deanston Works 4	- - -	61	18 0 0
Doune - - F.C. 5	415 1 7	130	68 6 8
‡Dowally - - Par.			
Dull - - - Par. 5	- - -	56	30 0 0
Dunbarney - Par. 3	- - -	67	39 8 4
Dunblane - - F.C. 5	- - -	80	39 9 2
Dunblane - - Par. 11	- - -	86 / 94	48 3 4 / 55 10 0
Dunblane, St. Mary's - - Epis. 2	- - -	14	8 6 8
Dunkeld (Duchess of Atholl's), Industrial Ch. of S. 5	- - -	37	38 10 0
Dunkeld, Little - Par. 4	- - -	88	52 0 0
Dunkeld, Royal Ch. of S. 5	- - -	43	18 8 4
Dunning, Female *e*			
Dunning - - F.C. 4	- - -	108	35 5 0
Dunning - - Par. 3	- - -	73	39 0 0
Errol, Female Industrial - 4	470 0 0	50	30 0 0
Errol - - - F.C. 4	65 0 0	65	40 10 0
Forgandenny, Path of Condie - G.A.	40 0 0		
Gartmore - F.C. 5	86 0 0	57	25 0 0
Gartmore School of Industry.			
Gilmerton at Monzie - -	*80 0 0		
Glenalmond, Subscription - 3	- - -	26	10 0 0

a Due, but not paid. *b* For Industrial Department. *c* School discontinued.
d For two years. *e* Removed from inspection.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.
Greenloaning, Subscription - 4	- - -	41	21 10 0
Inchture - - Par. 6	- - -	70	35 10 0
Innerpeffray - Epis. 2			
Killichonan - G.A. 5	- - -	19	25 0 0
Killin - - F.C. 5	- - -	71	50 0 0
Killin - - Par. 5	- - -	37	0 0
Kilmadock - Par.			
Kiltyrie - - F.C. 5	- - -	31	18 0 0
Kinbuck, Village Ch. of S. 3	- - -	29	15 0 0
Kincardine (in Monteith) - Par. 12	- - -	—	2 0 0
Kincardine-on-Forth, Subscription - - - F.C.	300 0 0		
Kincardine-on-Forth (Baroness Keith's) - - 6	- - -	81	56 10 0
Kincardine and Tulliallan Educational Association.			
Kinclaven - Par. 4	- - -	28	20 0 0
Kinfauns - - F.C. 4	- - -	62	30 0 0
Kinloch - - Par. 4	- - -	40	18 0 0
Kinloch Rannoch, Parliamentary -	*100 0 0		
Kinnaird - - Par. 4	- - -	50	36 10 0
Kinnoull - - Par. 10	- - -	200	100 0 0
Kippen - - Par. 2	- - -	70	34 0 0
Kirkmichael - F.C. 8	- - -	35	21 10 0
Kirkmichael - Par. 4	- - -	55	15 0 0
Lawers - - F.C. 5	- - -	31	15 0 0
Loch Earn Head F.C. 5	- - -	40	23 0 0
Loch Earn Head G.A. 5	- - -	25	15 0 0
Logie - - Par. 12	- - -	40	20 0 0
Logierait - - Par. 5	- - -	85	45 0 0
Logierait - - F.C.			
Longforgan - F.C. 6	- - -	78	46 19 2
‡Martin's, St. - Par.			
Meickleour - Sess. 4	- - -	32	16 10 0
Methven, Female Industrial - 3	- - -	52	2 10 0
Methven - - F.C.	74 0 0		
Methven - - Par. 3	- - -	112	46 6 8
Methven, United Presbyterian - *a*			
Moneydie - - Par. 4	- - -	41	19 10 0
Monzievaird and Strowan - - Par. 3	130 0 0	121	66 3 4
Moulin - - F.C. 5	- - -	60	30 0 0
Moulin - - Par. 5	- - -	52	39 0 0
Muchart - - Par.			
Murthly and Airntully - 5	- - -	57	36 10 0
Muthill - - F.C. 4	151 0 0	52	32 10 0
Muthill - - Par. 3	- - -	68	41 10 0
Persey, Drimmie Ch. of S.	129 16 3		
Perth, Cathedral Epis.			
Perth, East Parish, Congregational 10	- - -	110	52 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
PERTHSHIRE—*cont.*	£ s. d.		£ s. d.
Perth, East Parish, Female Industrial.			
Perth, Infant - Undl.	*150 0 0		
Perth, Infant - Par.			
Perth, Ladies' House of Refuge.			
Perth (Middle Parish) - Sess. 10	*600 0 0	164	35 0 0
Perth, New Row N 10	*200 0 0	190	84 10 0
Perth, St. John's R. 4	528 8 0	212 / 38	104 15 0
Perth, St. Leonard's - - F.C. 6	- - -	148	69 8 4
Perth, St. Ninian's, Boys - - Epis. 2	- - -	46	38 0 0
Perth, St. Ninian's, Girls - - Epis.			
Perth, Boys, School of Industry.			
Perth, Sharpe's Trust Educational Institution.			
Perth (Stewart's), Free Trade Sch. 6	- - -	74	37 6 8
Perth, Territorial Mission - - F.C. 6	297 0 0	258	89 16 8
Perth, Watergate N. 10	*200 0 0	63	30 0 0
" "	105 0 0		
Perth, Free West " Church - - F.C. 6	320 0 0	316	172 14 2
Perth, West Church - - Sess. 10	*500 0 0	301	124 10 0
Pitcairn Green - F.C. 4	- - -	52	21 10 0
Pitlochry - - G.A. 5	89 0 0	67	39 6 8
Port of Monteith Par. 2	- - -	24	23 0 0
Rattray - - Par. 4	- - -	132	43 10 0
Ruskie - - G.A.	*43 0 0		
Ruthvenfield - F.C. 4	- - -	51 / 14	15 0 0
Ruthvenfield.			
Scone - - F.C. 4	- - -	114	37 10 0
Stanley, Auxiliary Par. 10	- - -	39	
Stanley - - F.C. 4	141 2 0	134	69 0 0
Strathbrand - F.C. 5	90 0 0	34	20 0 0
Strathloch - G.A. 5	- - -	26	21 10 0
Strone of Gallie G.A. 4	104 17 10	35	15 0 0
Strowan, Society's Ch. of S. 5	- - -	22	23 0 0
Tenandry - - Par.	*33 0 0		
Thornhill, Easter Ch. of S. 12	- - -	—	1 13 4
Thornhill - - G.A. 12	- - -	—	*b*
‡Tomcraggach.			
Trinity Gask - Par. 3	- - -	19	21 10 0
Tulliallan - - Par.			
Tullibardine Ch. of S. 3	- - -	41	16 10 0
Tulloch of Pitnairee, Society's 5	- - -	38	8 6 8
Tummel Bridge Society - - 5	- - -	—	5 0 0
Weem - - Par. 5	- - -	74	32 10 0
Woodside - - F.C. 4	16 5 0	61	26 15 0

a School extinct.

b Due, but not paid.

Name and Denomination of School, and Month when Inspection *is* due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
RENFREWSHIRE.	£ s. d.		£ s. d.
Barrhead - - R. 5	- - -	93 30	52 6 0
Bishopton - - F.C. 11	- - -	43	6 5 0
Bridge of Weir - G.A.	*375 0 0		
Busby - Ch. of S. 2	- - -	155 28	66 13 4
Cathcart - - Par. 3	- - -	106	19 16 8
Crossmyloof - 11	- - -	179	73 10 0
Eaglesham, Female Industrial 8	164 0 0	89	52 0 0
Eaglesham - - Par. *a*			
Eastwood - - Par. 11	- - -	218	110 16 8
Elderslie, Wallace 8	- - -	77	30 0 0
Gourock, Infant.			
Gourock - - F.C. 10	- - -	146	56 15 0
Greenock, Cartsdyke, St. Lawrence R. 5	- - -	162	64 10 0
Greenock, Crawfurdsburn - F.C.	327 17 6		
Greenock, East Epis. 9	- - -	132	52 5 10
Greenock, Female Sch. of Industry 7	- - -	250	84 10 10
Greenock, Finniestoun Mission - 10	- - -	206	62 10 0
Greenock, Free Middle Church District Mission - 10	- - -	168	19 5 0
Greenock, Gaelic Church, Female Industrial - 7	- - -	90	52 0 0
Greenock, Gaelic Church - - Sess. 7	- - -	170	76 0 0
Greenock (Highlanders') - - F.C. 11	*600 0 0	398	186 3 4
" " - "	550 0 0		
Greenock, Middle Parish (Ann Street) - - Sess. 7	*120 0 0	305	121 0 0
Greenock, Ragged and Industrial -	1,000 0 0		
Greenock, St. Andrew's - - G.A.	*190 0 0		
Greenock, St. John's East - Epis.	*80 0 0		
Greenock, St. Mary's - - R. 5	- - -	346	133 8 4
Greenock, South Parish - - G.A.	*200 0 0		
Greenock, West Par. - - Sess. 6	- - -	205	43 16 8
Household, Endowed - Ch. of S. 2	- - -	82	54 10 0
Houston - - F.C. 11	218 0 0	55	21 10 0
		73	40 0 0 *b*
Houston and Killellan - - Par. 2	- - -	29	7 3 4
Hurlet and Nitshill, Public - 11	777 0 0	78 33	46 10 0
Inchinnan - - Par. 7	- - -	77	33 0 0
Johnstone, Ragged	205 4 0		
Johnstone, St. Margaret's - R. 5	- - -	71	5 0 0
Jordan Hill, Industrial - - 10	- - -	58	38 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
RENFREWSHIRE—*cont.*	£ s. d.		£ s. d.
Kilbarchan, Female 3	- - -	81	50 18 4
Kilbarchan - Par. 3	- - -	118	40 0 0
Kilmalcolm - Par. 8	- - -	45	40 0 0
Ladyburn, Subscription - F.C.			
Linwood - - Par. 11			
Linwood - - R. 5	- - -	43	15 0 0
Lochwinnoch, Howwood, New 4	318 0 0	53	40 0 0
Lochwinnoch, Macdowall, Female 1	- - -	101	58 0 0
Lochwinnoch - Par. 1	- - -	139 25	59 10 0
Mearns - - Par. 2	- - -	70	36 10 0
Neilston - - Par. 3	- - -	197	85 2 6
Neilston Spiers, Female - Ch. of S. 4	182 0 0	106	39 17 6
Neilston, St. Thomas' - - R. 5	- - -	89 41	29 1 10
Nitshill - - R. 5	- - -	87	27 10 0
Oswald - - F.C. 3	- - -	95	22 10 0
Paisley, Abbey Cardonald - 4	289 0 0	66	21 10 0
Paisley, Abbey Parish, Dickson's Ch. of S. 5	50 0 0	71	24 16 8
Paisley, Abbey Parish, Dovecote Hall.			
Paisley, Abbey Parish, Newtown District - Ch. of S. 5	- - -	139	87 0 0
Paisley, Abbey Parish (Quarrelton) - - 4	- - -	185	68 5 0
Paisley, Balaclava 11	- - -	32	21 10 0
Paisley (Carbrook Street) - - Sess. 5	*700 0 0	166	84 13 4
Paisley (Causeyside) - - - Sess. 5	- - -	170	88 3 4
Paisley, Free High Church, Congregational F.C. *c*			
Paisley (George Street) - - Sess. 5	240 0 0	294	138 16 8
Paisley Hunter Street, Female Industrial.			
Paisley, Miss Stow's Industrial and Moral Training - - 11	359 0 0	207	88 0 0
Paisley, Inkerman Works - - F.C. 11	- - -	116	84 12 6
Paisley, J. Neilson's Educational Inst. - 5	- - -	534 85	335 6 8
Paisley, Newtown, Infant - - 5	150 0 0	158	57 0 0
Paisley, Ragged Ch. of S.			
Paisley, Ragged, Industrial and Reformatory.			
Paisley, St. George's Mission - F.C. 11	- - -	196	96 3 4

a Removed from inspection. *b* For two years. *c* School discontinued.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
RENFREWSHIRE—*cont.*	£ s. d.		£ s. d.
Paisley, St. Mirren's - - R. 5	- - -	214	126 1 8
Paisley (Stevenson Street) - F.C. 11	216 0 0	165	86 16 8
Pollockshaws, Burgh - - 2	- - -	—	
Pollockshaws, Industrial - 3	711 0 0	202	*a* 90 10 0 40 13 10
Pollockshaws, Infant - Ch. of S. 7	150 15 0	66	13 0 0
Pollockshaws, St. Conval's - R. 5	- - -	173 55	62 13 4
Port Glasgow, Beaton's - - 7	- - -	76	37 10 0
Port Glasgow, Burgh.			
Port Glasgow - Epis. 9	- - -	65	16 13 4
Port Glasgow - F.C. 11	- - -	242	100 6 8
Port Glasgow, Industrial - 7	- - -	114	48 0 0
Port Glasgow, New - - - Par.	550 0 0		
Port Glasgow, St. John's - R. 5	- - -	95	58 14 2
Renfrew, Blythswood Testimonial and Grammar.			
Renfrew, Mrs. Campbell's - 11	- - -	51	11 18 4
Renfrew, Old Burgh, Boys - 11	- - -	—	*b*
Renfrew, Old Burgh, Female 11	- - -	—	*b*
‡Seedhills - - Sess.			
Strathbungo - Sess. 7	- - -	90	17 10 0
Thornliebank - 7	- - -	94 34	63 0 0
Thornliebank, Female - - 7	- - -	58	31 10 0
Thornliebank, Infant - - 7	- - -	139	60 10 0
Titwood Colliery 11	- - -	58	21 10 0
Undercraig - 7	180 0 0	46	30 0 0
Uplawmoor, Public 7	- - -	55	23 0 0
ROSS-SHIRE.			
Achadesdale - F.C. 7	90 0 0	44	20 0 0
Achnagart - - G.A. 5	- - -	33	18 0 0
Alness - - F.C. 6	- - -	68	58 0 0
Alness - - Par. 5	- - -	35	16 10 0
Ardross - - F.C. 6	- - -	86	57 0 0
Arpafeelie - - Epis. 8	- - -	48	23 0 0
Aultbea - - G.A.			
Bridgend of Alness - - F.C. 6	74 7 6	79	26 5 0
‡Bualnaluip - F.C. 7	- - -	23	8 15 0
Conon - - F.C. 2	- - -	53	25 0 0
Contin - - Par. 4	- - -	29	25 0 0
Cromarty - - F.C. 2	95 10 0	142	47 9 2
Cromarty - - Par. 5	- - -	43	21 10 0
Culbokie of Findon Ch. of S. 5	- - -	58	18 15 0
Culish - - F.C. 2	- - -	92	41 13 4
Cullicudden - F.C. 2	- - -	81	47 3 4
ROSS-SHIRE—*cont.*	£ s. d.		£ s. d.
‡Dibaig - - F.C.			
Dingwall - - F.C. 6	- - -	165	95 8 4
Dornie, Female - 4	- - -	19	14 0 0
‡Druim an Darach.			
Earbusaig - - G.A. 4	- - -	34	15 0 0
Edderton - - F.C. 4	- - -	43	23 0 0
Evanton, Female - 2	- - -	57	27 0 0
Fearn, Hill of - F.C. 3	- - -	69	37 10 0
Gairloch - - Par. 5	- - -	18	21 10 0
Highfield - - Epis. 8	- - -	79	43 0 0
Inverasdale - F.C. 7	- - -	40	8 15 0
Invergordon - F.C. 6	133 0 0	104	48 6 8
Jemimaville - F.C. 2	- - -	80	45 13 4
Killearnan - F.C. 2	- - -	55	32 0 0
Kilmuir Easter - Par. 5	- - -	38	25 0 0
Kiltearn - - F.C. 2	- - -	60	21 5 0
Kincardine, Congregational - F.C. 4	- - -	25	25 0 0
Kincardine - Par. *c*			
Knockbain - Par. 4	- - -	95	54 10 0
‡Laid, Parliamentary.			
Lochalsh - - Par. 4	- - -	47	21 10 0
Lochcarron - Par. 4	- - -	113	68 0 0
Lochs - - - Par. 8	- - -	34	15 0 0
Logie Easter - Par. 5	- - -	43	15 0 0
Maryburgh - F.C. 6	295 0 0	116	51 10 0
Mossfield, Gaelic Association - 5	- - -	38	20 0 0
Muirtown - - G.A. *d*			
Mulbine - - F.C. 2	- - -	39	16 5 0
Nigg, Female - Par. 5	- - -	36	13 0 0
‡Openham - - F.C.			
Plockton - - F.C. 7	- - -	88	46 0 0
Pool Ewe, Agricultural - -	90 0 0		
Rosemarkie - F.C. 2	100 0 0	50	21 10 0
Roskeen - - Par. 5	- - -	17	20 0 0
Saltburn - - F.C. 6	- - -	65	
Stornoway, Female, Educational and Industrial - 8	- - -	145	74 18 4
Stornoway - F.C. 8	150 0 0	83	28 0 0
Stornoway - G.A. 8	- - -	56	37 10 0
Strathconan, Lady Balfour's - 4	- - -	36	20 0 0
Tain - Burgh and Par. 5	- - -	73	30 0 0
Tain, Congregational - F.C. 6	- - -	83	32 1 8
Tarbat - - F.C. 3	- - -	96	46 10 0
Tarbat - - Par. 5	- - -	182 28	87 16 8
Ullapool - - F.C. 7	187 0 0	67	30 15 0
Urray - - Par. 4	- - -	37	18 0 0
ROXBURGHSHIRE.			
Ashkirk, Female 3	- - -	31	11 0 0
Ashkirk - - Par. 3	- - -	48	21 10 0
Blainslie (Melrose) - Ch. of S.	79 3 4		
Boswell's, St. - Par. 4	- - -	70	6 5 0
Bowden - - Par. 3	- - -	48	32 10 0
Cavers - - Par. 11	- - -	142	34 13 4
Caverton Mill (Eckford Side) 12	- - -	41	15 0 0

a For Industrial Department.
c Removed from inspection.

b Due, but not paid.
d School discontinued.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Amount.
	£ s. d.		£ s. d.
ROXBURGH—*cont.*			
Clarilaw Side - 3	- - -	44	15 0 0
Darnick, Subscription - - - *a*			
Fairnington - G.A. 12	60 0 0	36	
Galashiels - - R. 2	- - -	55	26 0 0
Gattonside, Village -	123 0 0		
Hawick, Elementary Par. 11	- - -	321	143 3 4
Hawick, St. Cuthbert's - Epis. 10	- - -	115	63 0 0
Hawick, West Port - - F.C. 2	- - -	86	17 8 4
Hawick and Wilton, Boys' and Girls' Industrial -	685 14 4		
Heiton Side - Par. 12	72 0 0	73	41 18 4
Jedburgh, Infant 11	- - -	100	37 13 4
Jedburgh - - Par. 11	- - -	46	23 0 0
Jedburgh, St. John's - Epis. 10	279 9 6	133	36 0 0
Jedburgh - Sess. 11	374 17 6	79	10 8 4
Kelso - - Par. 11	- - -	62	27 10 0
Ladhope - Ch. of S. 11	314 15 0	—	*b*
Lilliesleaf, Female 3	- - -	83	34 16 8
Lougnewton (Ancrum), Endowed.			
Longshaw (Melrose), Parish Side 4	- - -	27	3 15 0
Melrose, Congregational - - F.C. 2	- - -	77	35 0 0
Melrose - - Par. 11	- - -	57	35 0 0
Midlem Side - Par. 3			
Newmill - - 11	- - -	—	*b*
Roxburgh - - Par. 12	- - -	73	15 0 0
Smailholm - F.C.			
Wilton - Epis. 10	- - -	75	33 0 0
Wolfelee, Female 3	- - -	44	15 0 0
Yetholme, Kirk - G.A. 12	117 0 0	62	17 18 4
Yetholme - - Par.			
Yetholme, Town, Girls' - - 12	93 0 0	62	32 10 0
SELKIRKSHIRE.			
Gala, Subscription 11	200 0 0	219	42 10 0
Galashiels - Epis. 10	450 0 0	137	67 0 0
Galashiels - - Par.			
Selkirk, Burgh - 11	158 8 0	158	41 10 0
Yarrow - - Par. 3	- - -	39	20 0 0
Yarrowford - 3	- - -	23	18 0 0
STIRLINGSHIRE.			
Airth - - Par. 1	- - -	88	44 0 0
Alva, Girls.			
Alva, Infants - 6	116 10 0	187	68 0 0
Alva, Subscription 6	197 0 0	122	54 3 4
Auchenbowie and Plean.			
Auchentroig - 4	- - -	28	14 0 0
Bainsford, Self-supporting - 7	- - -	115	32 10 0
Balfron, Female Industrial - 2	- - -	66	43 6 8
STIRLINGSHIRE—*cont.*			
Balfron, Female Industrial - - F.C. 4	- - -	51 / 15	13 0 0
Balmore, Female Industrial - 11	- - -	—	*b*
Bannockburn - F.C.			
Bannockburn, Subscription - - 6	- - -	95	56 10 0
Banton, Subscription - - - 2	40 0 0	96	53 3 4
Blackbraes Colliery - - - 1	- - -	80	15 0 0
Bonnybridge, Self-supporting - 3	- - -	102	53 0 0
Bothkennar - Par. 1	- - -	186	11 0 0
Bridge of Allan F.C. 5	- - -	120	56 3 4
Bucklyvie, Subscription - - 2	- - -	89	16 13 4
Carron - - 7	- - -	—	8 10 0
Carronshore - G.A. 6	*190 0 0		
Dalmary - Sess. 2	110 0 0	29	23 0 0
Denny - - Par. 6	- - -	104	42 6 8
Denny - - R. 4	- - -	77	49 0 0
Drymen, Industrial - Ch. of S. 2	- - -	49	14 0 0
Drumclair, Colliery 7	- - -	49 / 17	7 10 0
Dunnipace - F.C. 4	- - -	90	36 10 0
Falkirk - - F.C. 4	297 16 8	158	40 5 0
Falkirk - - Par. 7	- - -	230	95 10 0
Falkirk, Ragged and Industrial.			
Falkirk, St. Francis Xavier's - - R. 4	- - -	120	67 10 0
Fintry, Female - Par.			
Fintry - - Par. 2	- - -	21	
Fintry, Stewart's Endowed - 2			
Gargunnock - Par. 2	- - -	30	15 0 0
Grangemouth, Subscription - - 7	- - -	164	29 10 0
Haggs, Subscription 7	*80 0 0 / 33 0 0	49	
Hurlet and Campsie Alum Company's 11	- - -	97	50 0 0
Inversnaid - G.A. 2	- - -	13	16 13 4
Killearn - - F.C. 4	- - -	48 / 15	16 10 0
Kilsyth, Female Ch. of S. 7	- - -	102	55 6 8
Kilsyth - - Par. 7	- - -	119	39 6 8
Kippen - - F.C. 5	106 13 7	58	41 10 0
Kirklane and Gargunnock - F.C. 4	- - -	36	24 2 6
Larbert - - F.C. 3	130 0 0	143	67 0 0
Larbert - - Par. 7	- - -	170	73 0 0
Larbert - - Sess. 7	207 0 0	69	15 0 0
Lennoxtown, Oswald - Ch. of S. 11	288 0 0	106	34 0 0
Lennoxtown, New Subscription - - - 11	*280 0 0	79	39 0 0
Lennoxtown, St. Paul's - R.			
Milngavie, Public - 11	- - -	104	36 13 4
Milngavie, Subscription - - - 3	- - -	30	5 0 0

a School closed.

b Due, but not paid.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
STIRLINGSHIRE—*cont.*	£ s. d.		£ s. d.
Milngavie, Infant, Subscription - -11	*a* - - *a*	73	21 5 0
		39	39 0 0
Ninian's, St. - Par. 6	- - -	115	51 6 8
Plean, East, Subscription - - 3	- - -	42	20 0 0
Polmont, Female - 1	- - -	56	32 10 0
Polmont - - F.C. 4	225 10 0	69	7 10 0
Polmont - - Par. 1			
Raplock - - 11	- - -	20	5 15 0
Redding, Muirhead - - G.A. 7	- - -	183	67 10 0
Redding, Village - 3	- - -	49	21 10 0
Slamannan - F.C. 3	180 0 0	107	41 15 0
‡Slamannan - Par.			
Stirling - Epis. 2	- - -	84	45 13 4
Stirling, Allan's G.A. 6	- - -	228	88 11 8
Stirling, Free North Church - 4	- - -	137	49 10 0
Stirling, Infant - 4	- - -	296	110 0 0
Stirling, Reformatory.			
Stirling, St. Mary's - - R. 4	- - -	161	74 0 0
Strathblane - Par. 2	- - -	61	23 0 0
Strathblane, School of Industry - - 2	- - -	22	14 0 0
Tillicoultry - F.C. *b*			
Torwood - - 12	- - -	42	15 0 0
SUTHERLANDSHIRE.			
‡Altass-Rosehall F.C.			
Armadale - - G.A.			
Backies - - G.A. 5	- - -	50	21 10 0
Birichen - - F.C. 4	- - -	75	32 10 0
Brora - - G.A. 6	- - -	52	
Clyne - - F.C. 4	- - -	80	60 10 0
Clyne - - - Par. 6	- - -	38	20 0 0
Creich - - F.C. 4	- - -	58	36 10 0
Creich - - Par. 5	- - -	74	45 0 0
Dalnambreac - G.A. 6	- - -	14	21 10 0
‡Doll.			
Dornoch, Christian Society's, Female.			
Dornoch - - F.C. 4	- - -	96	54 10 0
Dornoch - - Par. 5	- - -	36	18 0 0
Durness - - F.C. 4	- - -	28	15 0 0
Durness - - Par. 6	- - -	53	22 10 0
Eddrachillis - Par. 6	- - -	56	37 6 8
Embo - - F.C. 4	- - -	56	15 0 0
Golspie - - F.C. 4	- - -	80	40 3 4
Golspie - - Par.			
Helmsdale - F.C. 4	- - -	95	42 10 0
‡Inshegra - - F.C.			
Inversbin - - G.A. 5	- - -	34	25 0 0
Kildonan - - Par. 7	- - -	79	46 0 0
Kinloch Bervie Par. 6	- - -	16	20 0 0
Kirkiboll - - F.C.			
Knockarthur - G.A. 6	- - -	19	23 10 10
Lairg Gruids - G.A.			
Lochinver - G.A. 6	- - -	36	10 8 4
Loth - - - Par. 7	- - -	33	20 0 0
Melvich - - G.A. 6	- - -	82	49 0 0
Oldshore Society G.A. 6	- - -	23	15 0 0

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868). Average Attendance.	Annual Grants (paid within Year ending 31 Dec. 1868). Amount.
SUTHERLANDSHIRE—*cont.*	£ s. d.		£ s. d.
Port Gower - G.A. 7	- - -	33	15 0 0
Proncy-Croy - G.A. 5	- - -	11	20 0 0
Rogart (Culdrean) - - F.C.			
Rogart - - Par. 6	- - -	—	21 10 0
Rogart (Torbreck) - - F.C. 4	- - -	27	20 0 0
Skerray - - F.C.			
Skerray - - G.A. 6	- - -	29	10 8 4
Skibo - - G.A.			
Spinningdale District - - F.C. 4	- - -	35	10 0 0
‡Stoer - - - F.C.			
‡Strath of Tongue F.C.			
Strathalladale - G.A.			
Strathy - - Par. 6	- - -	38	6 5 0
Talmine - - G.A. 6	- - -	49	10 8 4
WIGTOWNSHIRE.			
Ardwell, Lady McTaggart's - 3	- - -	22	9 3 4
Cairn Ryan - F.C. *b*			
Cairn Ryan - G.A. 3	- - -	39	24 8 4
Challock (Newton Stewart) - - 2	- - -	41	28 0 0
Douloch - - Undl. 2	- - -	35	23 6 8
Drochduil - - - 3	- - -	62	30 10 0
Dunskey (Mrs. Hunter Blair's) - *c*			
Enock - - G.A.	60 0 0		
Garlieston, Earl of Galloway's B. and I. 3	- - -	103	9 3 4
Garlieston, Pier Cottage, Countess of Galloway's - - - 3	- - -	38	33 1 8
Glasserton - Par. 3	- - -	86	56 10 0
Glen of Luce - 2	238 10 0	39	21 10 0
Glenluce - - F.C. 5	- - -	45	21 10 0
Glenluce - - Par. 3	- - -	70	20 10 0
Grange and Killiemore District - - 6	260 0 0	46	23 0 0
Inch - - - F.C. 5	- - -	85	12 10 0
Kirkcolm, Douloch - - - Undl.	153 15 0		
Kirkinner - - Par. 3	- - -	86	36 0 0
Kirkmaiden - F.C. 5	- - -	99	30 0 0
Larbrax - - 5	- - -	30	15 0 0
Larbrax - - G.A.	90 0 0		
Leswalt - - F.C. 5	- - -	49	21 10 0
Leswalt (Streuchan Madras) - - - 11	265 8 9	161	66 2 6
Lochans - - - 3	182 0 0	76	42 10 0
Luce, New - Par. 3	- - -	48	16 10 0
Malzie Side, Subscription.			
Newton Stewart, Infant - Epis. 3	- - -	90	55 0 0
Penningham - Par. 2	- - -	79	31 10 0
Portlogan - Ch. of S. 2	- - -	69	31 13 4
Portpatrick - F.C. 5	- - -	58	21 10 0
Portpatrick - Par. 3	- - -	78	18 0 0

a For two years. *b* Removed from inspection. *c* School not in existence.

Name and Denomination of School, and Month when Inspection is due.	Amount of Grants for Building, Enlargement, Improvements, or Fixtures.	Annual Grants (paid within Year ending 31 Dec. 1868).	
		Average Attendance.	Amount.
WIGTOWN—*cont.*	£ s. d.		£ s. d.
Port William Sir W. Maxwell's - - 3	- - -	110	38 6 8
Sorbie - - F.C. 6	- - -	36	21 10 0
Sorbie - - Par. 3	- - -	90	27 10 0
Stoneykirk - F.C. 5	- - -	70	41 10 0
Stoneykirk, Moel, Unsectarian 5	220 0 0	51	23 0 0
Stoneykirk, Sandhead - Sess. 3	- - -	33	24 13 4
Stranraer, Academy - - -	465 0 0		
Stranraer, Elementary - 11	65 0 0	196	91 10 0
Stranraer - - F.C. 5	138 15 0	145	76 13 4
Stranraer, Industrial.			
Whithorn (Countess of Galloway's) - - 3	- - -	86	30 0 0

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